USAID/PHILIPPINES BASA PILIPINAS PROGRAM

EARLY GRADE READING ASSESSMENT FINAL EVALUATION REPORT: 2018

JUNE 2018

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EXECUTIVE SUMMARY

Basa Pilipinas (Basa) is a basic education project in support of the Philippine Government's literacy component of the K to 12 curriculum, implemented in close coordination with the Department of Education (DepEd) and other key education stakeholders. Basa is helping DepEd implement transformative literacy practices in selected divisions of Regions 1 and 7 through the provision of teaching and learning materials, training for teachers and school heads, as well as post-training support for Grade 1, 2 and 3 teachers.

Basa conducted research to gather information on reading performance of Grade 2 and Grade 3 learners in Basa targeted regions, as well as to provide information on the context of early grade reading instruction in the Philippines. Basa implemented annual early grade reading assessments with a random sample of learners prior to the roll-out of the Basa intervention in school year 2013/14, and subsequently each year thereafter to measure change in reading performance associated with the Basa intervention. The study follows a cross-sectional design to examine changes in student achievement in reading. This report focuses on a comparison of student achievement in Grade 2 in school year 2013/14, before the Basa intervention was rolled-out, to results after four years of project intervention in school year 2017/18. Additionally, Grade 2 and Grade 3 results from SY 2016/17 are compared to this year's results (SY 2017/18) to measure changes in student performance from the previous year. Lastly, we examined reading performance in Grades 2 and 3 in school year 2017/2018 in order to compare reading performance of Grade 2 and Grade 3 learners. Key findings are outlined below.

CHANGES IN GRADE 2 FILIPINO LITERACY RESULTS OVER FOUR YEARS OF BASA INTERVENTION

After four years of Basa intervention, Grade 2 students are performing significantly ($p<.01$) better than students prior to the Basa intervention in five out of eight EGRA subtests; the exceptions are Familiar Word Reading, Nonsense Word Reading and Listening Comprehension. Grade 2 learners showed the largest improvements in Letter Sounds, Reading Comprehension (timed)[1], and Filipino dictation.

IMPROVEMENTS IN GRADE 2 FILIPINO READING COMPREHENSION (TIMED) OVER THE BASA INTERVENTION

After 4 Years Basa (SY 17/18): 42%

Before Basa (SY 13/14): 28%

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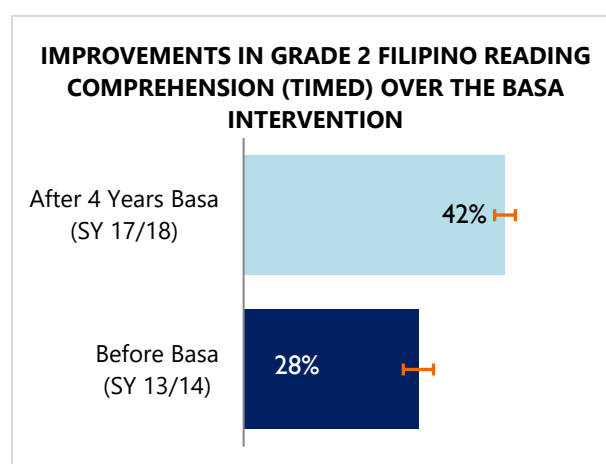
[1] For Cohort 1 (SY 13/14), Reading Comprehension was administered in only one round. Learners were given 60 seconds to read a story and were then asked five comprehension questions. For Cohorts 2 through 5, the Reading

Of particular interest, analysis showed significant improvement in learner performance in key EGRA measures – Oral Reading Fluency and Reading Comprehension (timed). After four years of Basa intervention (SY 2017/18), Grade 2 learners performed significantly better ($p<.001$) than students before Basa implementation (SY 2013/14). After four years of Basa, Grade 2 learners were able to read an additional 4.7 words correct per minute ($p<.001$); before Basa, learners read at an average of 37.0 wcpm, compared to an average 41.8 wcpm in SY 2017/18. For timed Reading Comprehension, the average percent correct for students after four years of Basa was 42% versus 28% before Basa. Additionally, after four years of Basa intervention, Grade 2 learners were able to correctly identify more letter sounds - an additional 5.9 (5.9%) letter sounds compared to learners before Basa. Similarly, in Filipino dictation, Grade 2 learners in SY 2017/18 scored 3.0 points (18.6%) higher, on average, in Filipino dictation than learners before the Basa intervention; improvements were largely noted in spelling and spacing between words.

An analysis of the effect size, which measures the magnitude of change, was conducted between Filipino EGRA scores before the Basa intervention (SY 2013/14) and after four years of Basa intervention (SY 2017/18). Effect size calculations showed small to medium effect size differences from SY 2013/14 to SY 2017/18 in four out of eight measures. The largest effect size difference was seen in Filipino dictation ($d=0.83$). There were also small to moderate effects in Oral Reading Fluency (.21), Letter Sounds (.33), timed Reading Comprehension (.47) as well as the Prosody score (.62).

At Grade 2, girls, on average, demonstrate far better EGRA results than boys on the Filipino EGRA. The difference in reading performance between boys and girls is statistically significant at the $p<.001$ level for nearly all Grade 2 Filipino subtests. Overall, the largest differences between boys and girls were seen in Filipino Oral Passage Reading, Familiar Word Reading, and Nonsense Word

AVERAGE PERCENT CORRECT ON FILIPINO GRADE 2 EGRA SUBTESTS, BY SEX

Before Basa (SY 13/14)   After 4 years of Basa (SY 17/18)

AVG. EGRA (PCT): 46% → 50%

BOYS: 42% → 45%

GIRLS: 50% → 56%

Reading in which small to medium effect size differences ($0.2<d<0.48$) between boys and girls were seen.
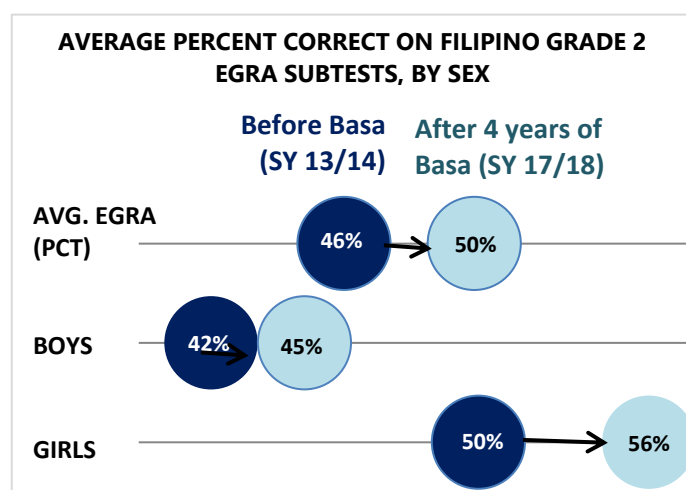
Comprehension subtest was administered in two rounds: the first (timed) round and the second (untimed) round. Students that answered fewer than four comprehension questions correctly during the timed reading comprehension were allowed to read the passage (untimed) and answer the comprehension questions again. Comparisons on untimed reading comprehension cannot be made between Cohort 1 (SY 13/14) before Basa to Cohort 5 (SY 17/18) given that the untimed test was not administered for Cohort 1.

Given that results show that girls continue to outperform boys in SY 2017/18, an important facet to explore is whether the difference in girls' and boys' Filipino EGRA performance is getting smaller over time or in fact widening. Analysis of Filipino EGRA subtest results show that the gender gap in Filipino has increased from SY 2013/14 to SY 2017/18 in all subtests, with the exception of Oral Passage Reading, timed Reading Comprehension, and Dictation, where the gender gap remained unchanged.
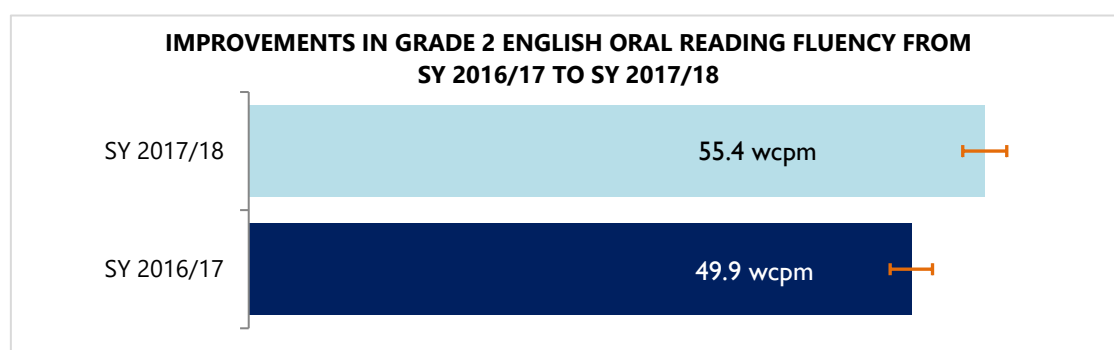
Basa has worked with DepEd to set Filipino fluency and comprehension benchmarks for Grade 2— 40 words correct per minute and 60% reading comprehension (untimed). The results of the assessments show that, after four years of Basa, roughly 53% (±2.4%) of Grade 2 students are meeting the Filipino oral reading fluency benchmark compared to 45% (±4.5%) before Basa (SY 13/14). Improvements in the percent of learners answering 60% of timed Reading Comprehension questions were also seen with only 21% of learners meeting this benchmark compared to 40% in SY 17/18. In terms of untimed Reading Comprehension, in SY 17/18, 48% (±2.5%) are meeting the reading comprehension benchmark (untimed). The untimed reading comprehension subtest was not administered before Basa in SY 13/14, as such results before Basa and after four years of Basa cannot be compared.

PERCENT OF GRADE 2 LEARNERS MEETING FILIPINO FLUENCY AND COMPREHENSION BENCHMARKS

Filipino ORF Benchmark: 40 or more wcpm

- 45% — Before Basa (SY 13/14)
- 53% — After 4 Years Basa (SY 17/18)

Filipino Reading Comprehension Benchmark 60% comprehension (Timed)

- 21% — Before Basa (SY 13/14)
- 40% — After 4 Years Basa (SY 17/18)

Filipino Reading Comprehension Benchmark: 60% comprehension (Untimed)*

- 48% — After 4 Years Basa (SY 17/18)

*For Cohort 1 (SY 13/14), the untimed reading comprehension subtest was not administered. As a result untimed reading comprehension cannot be compared from Cohort 1 to Cohort 4.

CHANGES IN FILIPINO & ENGLISH LITERACY RESULTS FROM SCHOOL YEAR 2016/17 TO SCHOOL YEAR 2017/18

GRADE 2 FILIPINO & ENGLISH LITERACY FINDINGS

Analysis of Grade 2 Filipino EGRA data from school year 2016/17 to school year 2017/18 shows that results have remained largely unchanged from the previous year. While there were significant increases ($p < .05$) from Cohort 4 (2016/17) to Cohort 5 (2017/18) in Familiar Words, Nonsense Words, Oral Passage Reading, and timed Reading Comprehension, these improvements were small ($d < .2$). Results from the remaining Grade 2 Filipino EGRA subtests were largely consistent with the previous year with the exception of a small significant decrease in Filipino Initial Sound Identification.

IMPROVEMENTS IN GRADE 2 ENGLISH ORAL READING FLUENCY FROM SY 2016/17 TO SY 2017/18

SY 2017/18	55.4 wcpm
SY 2016/17	49.9 wcpm

In English, Grade 2 learners performed significantly better than learners the previous year in English Familiar Words, Oral Reading Fluency, timed Reading Comprehension, and Dictation. In fact, results showed that in Cohort 5 (SY 2017/18), Grade 2 learners were able to read 5.5 more words correct per minute, on average, than learners in Cohort 4 (SY 2016/17). A significant ($p < .01$) decrease from Cohort 4 (SY 16/17) to Cohort 5 (SY 17/18) was seen in Initial Sound Identification, however, this change was small ($d < .2$).

Effect size difference calculations between SY 2016/17 and SY 2017/18 are relatively small for all Filipino and English subtests. These small effect sizes suggest that the difference in Filipino and English EGRA scores have largely remained consistent over the past two academic years.

Data analysis found that, similar to results the previous year SY 2016/17 girls, on average, continue to demonstrate far better EGRA results than boys in both Filipino and English.

GRADE 3 FILIPINO & ENGLISH LITERACY FINDINGS

Grade 3 Filipino EGRA results showed that students in Cohort 5 performed similarly to learners in Cohort 4 on all but three Filipino EGRA subtests. Cohort 5 (SY 17/18) scores were significantly lower than Cohort 4 (SY 16/17) in Prosody, Reading Comprehension (timed) and Listening Comprehension ($p<.05$). However, the changes were small ($d<.2$) with the exception of Prosody, which showed a small to medium effect size difference ($d=0.39$). For Filipino Oral Reading Fluency, learners in SY 2017/18 were able to read 59.3 words correct per minute, on average, compared to 60.0 words correct per minute in SY 2016/17, which represents a slight, but not statistically significant, decrease of 0.7 words correct per minute. Analysis of reading comprehension results similarly showed that Grade 3 learners were able to answer slightly fewer Reading Comprehension questions correctly than learners in the previous school year (SY 2016/17); this decrease was statistically significant ($p<.05$). Grade 3 students answered 70.1% of Reading Comprehension (timed) questions correctly compared to 72.3% in the previous school year. A significant decrease was also seen in untimed Reading Comprehension results with Cohort 5 (SY 2017/18) answering 78.9% of questions correctly compared to 80.6% in the previous school year. Results also showed that a slightly smaller percentage of Grade 3 learners were meeting the 60% untimed reading comprehension benchmark, in which 88.9% of Grade 3 learners could answer three of five comprehension questions (timed) correctly compared to 89.7% the previous year.

PERCENT OF GRADE 3 LEARNERS MEETING 60% FILIPINO READING COMPREHENSION BENCHMARK (UNTIMED)
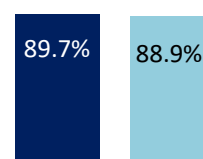
89.7%	88.9%
Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)

Grade 3 English results remained largely unchanged from the previous year (SY 2016/17), with the exception of English prosody scores which decreased from the previous year ($p<.001$).
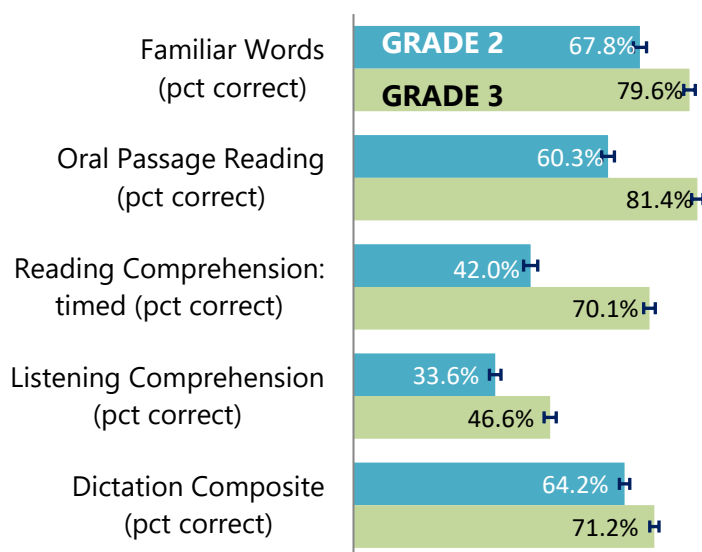
Similar to Grade 2 results, Grade 3 girls, on average, demonstrate far better results than boys on both the Filipino and English EGRA. The difference in EGRA results between Grade 3 boys and girls is statistically significant ($p<.01$) for all Filipino and English subtests in SY 2017/18.

COMPARISONS IN READING PERFORMANCE: GRADE 2 AND GRADE 3

FILIPINO READING PERFORMANCE FINDINGS- GRADE 2 & GRADE 3

Overall, performance in Grade 3, on all subtests in Filipino, was substantially better than students in Grade 2. For each subtest, Grade 3 learners scored between 7 to 29 percentage points higher than Grade 2 students, on average. These findings suggest that substantial improvements in Filipino reading skills occur between Grade 2 and Grade 3.

AVERAGE GRADE 2 AND GRADE 3 FILIPINO RESULTS (SY 17/18)

	GRADE 2	GRADE 3
Familiar Words (pct correct)	67.8%	79.6%
Oral Passage Reading (pct correct)	60.3%	81.4%
Reading Comprehension: timed (pct correct)	42.0%	70.1%
Listening Comprehension (pct correct)	33.6%	46.6%
Dictation Composite (pct correct)	64.2%	71.2%

Average fluency in Grade 3 was 59.3 words correct per minute, whereas in Grade 2 it was 41.8 words correct per minute. Filipino Reading Comprehension (timed) in Grade 3 averaged 70.1%, compared to 42% in Grade 2. There were also significantly fewer learners with zero scores on all subtests. The largest difference between grade levels in zero scores was found in Reading Comprehension (timed), where roughly one in five Grade 2 learners were unable to answer a single Reading Comprehension question correctly; however, for Grade 3, this percentage was only 5% of Grade 3 learners. Listening Comprehension results also showed substantially fewer zero scores when comparing Grade 3 to Grade 2. Roughly a quarter of Grade 2 learners were unable to answer a single Listening Comprehension question correctly, compared to only 15% of Grade 3 learners.

Overall, analysis of Grade 2 Filipino EGRA data showed that by the end of Grade 2, learners are still "learning to read" in Filipino. However, by the end of Grade 3, results suggest that most students are reading at a sufficient level to transition to Filipino as the primary language of instruction in most subjects in Grade 4.

In both Grade 2 and Grade 3, girls outperform boys in Filipino. Average EGRA results suggest that the gender gap in EGRA performance persists from Grade 2 to Grade 3 and is largely unchanged.

Results also showed that a significantly higher percentage of Grade 3 learners were meeting Filipino fluency and comprehension benchmarks than Grade 2 learners, with almost three quarters (74.2%) of Grade 3 students meeting the benchmark compared to about 37% of Grade 2 students.
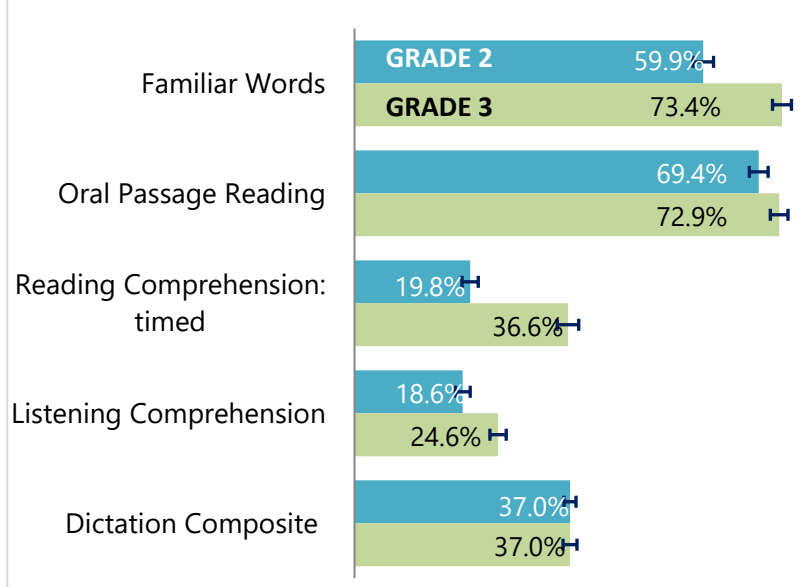
PERCENT OF STUDENTS READING AND UNDERSTANDING FILIPINO GRADE LEVEL TEXT (SY 17/18)		
	Grade 2	Grade 3
% of students reading 40+ wcpm AND answering 60% comprehension (timed)	31.6%	67.3%
% of students reading 40+ wcpm AND answering 60% comprehension (untimed)	36.6%	74.2%

ENGLISH LITERACY READING PERFORMANCE FINDINGS- GRADE 2 & GRADE 3

Grade 3 pupils also demonstrated higher scores in English than second graders, scoring between six to eighteen percentage points higher on all subtests, on average. Grade 3 learners were able to read 59.9 words correct per minute on average, compared to 55.4 words correct per minute in Grade 2. Similarly, Grade 3 learners demonstrated stronger English Reading Comprehension skills, in which learners were able to answer 36.6% of timed Reading Comprehension questions correctly, whereas, in Grade 2 learners were able to only answer 19.8% of timed Reading Comprehension questions correctly. Statistically significant ($p<.01$) differences in zero scores were seen also from Grade 2 to Grade 3 in all English EGRA subtests, except for Oral Passage Reading. The largest differences were seen in timed Reading and Listening Comprehension.

AVERAGE GRADE 2 AND GRADE 3 ENGLISH RESULTS (SY 17/18)

	GRADE 2	GRADE 3
Familiar Words	59.9%	73.4%
Oral Passage Reading	69.4%	72.9%
Reading Comprehension: timed	19.8%	36.6%
Listening Comprehension	18.6%	24.6%
Dictation Composite	37.0%	37.0%

Third graders performed best on English Familiar Word Reading, where they averaged 75%, and Oral Passage reading, in which they were able to read 75% of the English Oral Reading Passage correctly, on average. Grade 3 learners continue to struggle particularly with English Listening and timed Reading Comprehension in which they were able to answer only about a third of

reading comprehension questions (timed) and a quarter of listening comprehensions correctly, on average.

These findings suggest that, although learners have developed skills in word recognition in English by the end of Grade 3, the majority of learners have not progressed to English comprehension. In all, Grade 3 English results suggest that learners may not yet be fully prepared for content instruction in English in Grade 4.

In measures of English reading, girls continue to outperform boys in Grade 3. Results show that the gender gap remained relatively consistent from Grade 2 to 3 with girls outperforming boys by about the same margin in both grades.

CONCLUSIONS AND RECOMMENDATIONS

Evidence demonstrates that the Basa approach to literacy instruction is effective in improving early grade learners' reading skills. In the fourth year of Basa implementation, Grade 2 learners who benefitted from the Basa intervention performed better on key measures of literacy, such as Filipino oral reading fluency and timed reading comprehension, than students before Basa. By the end of Grade 2, after one full year of reading instruction in Filipino, students are demonstrating beginning reading skills in Filipino. Results have also shown that after four years of Basa, greater numbers of Grade 2 students are meeting DepEd fluency benchmarks than prior to the Basa intervention. The proportion of learners meeting the 40 wcpm Filipino fluency benchmark and the timed reading comprehension benchmark has increased significantly from Cohort 1 to Cohort 5. The results of the assessments show that, after four years of Basa, approximately twelve percent more Grade 2 students are meeting the Filipino oral reading fluency benchmark and approximately, nineteen percent more are meeting timed reading comprehension benchmarks.[2]

By the end of Grade 3, results show that students are fairly proficient Filipino readers with the majority attaining both the fluency and untimed reading comprehension benchmarks set by DepEd. This suggests that most students are ready to transition to Filipino as the primary language of instruction in most subjects in Grade 4. However, by the end of Grade 3 there is still a significant proportion of students who do not demonstrate that they

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[2] Change in the proportion of students meeting untimed reading comprehension benchmarks is unavailable because the untimed reading comprehension subtest was not implemented at baseline.

understand what they read in English. This indicates that more must be done to help prepare students to learn math and science in English in Grade 4.

It is also concerning that in Grade 2, girls are showing larger improvements as a result of the intervention compared to boys. This persistent gender gap in Filipino and English remains an issue in Grade 3, where the gender gap is largely unchanged from Grade 2. These results, suggest that there has been little progress in closing the gender gap from Grade 2 to Grade 3; boys continue to fall behind girls in Filipino and English. Results also showed that boys have lower teacher-reported attendance rates and higher grade repetition rates. This gap may be linked to findings that teachers demonstrate and report gender biases in their beliefs. The majority of teachers reported that they found it easier to teach girls to read than boys, which reveals a potential gender bias among teachers. As noted in prior research on gender gaps in achievement, boys consistently underperform girls in school starting from early education through the upper grades, and reversing this trend will require sustained and focused attention.

Parental literacy, parent/family involvement in their child's education (checking homework and reading stories), and teacher's feeling supported by their school administration were also found to have significant positive associations with student performance. These findings suggest that regular participation of all parents in their children's learning may help improve student performance.

In light of these findings, Basa Pilipinas recommends the following actions:

1. ***Provide more support to Grade 4 learners transitioning to learning Math and Science content in English.*** Given that learners are still less proficient in English than Filipino at the end of Grade 3, Grade 4 teachers will need to ensure that they can scaffold and support children's learning in subjects taught in English by Grade 4.
2. ***Explore additional ways of improving English language acquisition in the earlier grades.*** Grade 1-3 learners may benefit from expanded oral language development activities, extended conversations, exposure to supplementary books that touch on science and math content in child-friendly ways, among others.
3. ***Test out additional strategies that can increase boys' achievement in reading in the early grades.*** The consistent underperformance of boys in their literacy outcomes demands creative approaches and strategies that can get boys more engaged and interested in reading.
4. ***Provide teachers and principals with the tools to engage parents in supporting children's language and literacy learning at home.*** Findings from this report suggest that regular participation of all parents in their children's learning may help improve student performance. Schools should be encouraged to continue efforts to communicate with parents on simple things they can do at home to bolster children's reading skills.

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ACRONYMS

Basa	Basa Pilipinas
BBF	Brother's Brother Foundation
BIPI	Beliefs and Instructional Practices Inventory (Survey)
DepEd	Department of Education
DNK	Do not know
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ICC	Inter-class correlation
IRR	Inter-rater reliability
K-3	Kindergarten through Grade 3
LAC	Learning Action Cell
M&E	Monitoring and Evaluation
MTB-MLE	Mother Tongue-based Multilingual Education
NAT	National Achievement Test
ORF	Oral Reading Fluency
ORVP	Oral Reading Verification Program
PTA	Parent Teacher Association
RTG	Revised Teacher Guide
RTI	Research Triangle Institute
SCOPE	Standard Classroom Observation Protocol for Literacy
SMEA	School Monitoring and Evaluation Assessment
SY	School Year
TG	Teacher Guide
TLM	Teaching and Learning Material
TOT	Training of Trainers
wcpm	Words correct per minute

INTRODUCTION

Basa Pilipinas (Basa) is a basic education project in support of the Philippine Government's literacy component of the K to 12 curriculum, and is implemented in close coordination with the Department of Education (DepEd) and other key education stakeholders in selected divisions and regions nationwide. The project is aligned within the framework of USAID's Global Education Strategy, USAID/Philippines' emerging Country Development and Cooperation Strategy, and the Philippine Government's priorities for basic education. Basa began its transformative work in 2013 to improve the reading skills for one million children in the early grades in English, Filipino and selected Mother Tongues. To this end, Basa has worked on improving reading instruction, reading delivery systems, and access to quality reading materials. In addition, Basa works closely with DepEd to support and strengthen the literacy component of its K–12 Integrated Language Arts Curriculum for Grades 1 – 3.

Basa's core approach and theory of change aims to improve early grade reading performance in the Philippines. Basa's theory of change states that if 1) teachers master effective literacy instruction practices, (2) schools have more books and other materials for students to read, and (3) these practices are effectively supported by a strong management system then students in the early grades in schools in the Philippines will acquire better reading skills in their Mother Tongue, Filipino, and English.

FIGURE 1. BASA THEORY OF CHANGE
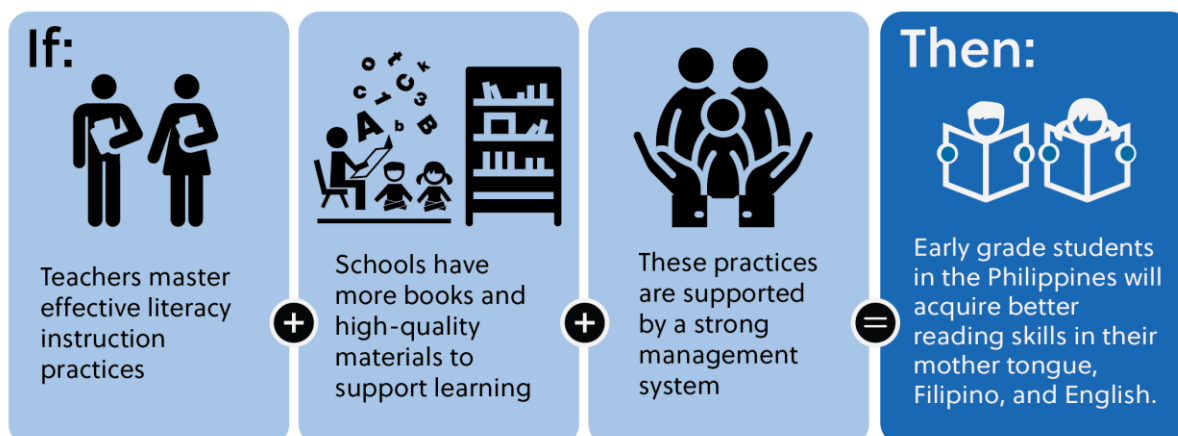
In 2012, DepEd adopted a K-12 Curriculum to be phased in over a six-year span. The new Grade 1 curriculum was implemented nationwide in 2012/13, prior to the start of the Basa project. Grade 2 was implemented in 2013/14, and Grade 3 was rolled out nationwide in 2014/15. Basa's training focused on enhancing the literacy component of the curriculum, with a particular emphasis on training teachers in techniques for bridging across languages. As per the DepEd policy of Mother Tongue-based Multilingual Education (MTB-MLE), Mother Tongue is the language of instruction in school for Grades 1 to 3 while Filipino and English are

introduced gradually. The Basa project works in Regions 1 and 7, where the Mother Tongues of instruction are Ilokano and Sinugbuanong Binisaya, respectively.

In 2013, Basa provided initial training in enhanced literacy instruction techniques to schools in Cebu (Region 7) and La Union (Region 1). In 2014, the project expanded to include the divisions of Bohol and Mandaue City in Region 7 as well as Ilocos Norte and Ilocos Sur in Region 1. All schools in these divisions were provided with a complete set of Grades 1 and 2 literacy teaching and learning materials, including Teacher Guides (TGs), Read-Alouds and Leveled Readers, as well as training for school heads and teachers. In 2015, the project also added the city divisions of Tagbilaran City and San Fernando City. The project also developed and provided teaching and learning materials and training for Grade 3 teachers in all Basa divisions. In 2016, Basa interventions focused on supporting school-based continued professional development through DepEd's Learning Action Cells (LACs) and reinforcing effective literacy instruction through additional teacher training for Grades 1-3. In 2017, Basa pilot-tested innovations in DepEd priority areas of reading remediation and ICT for Reading, and training school heads in conducting more effective, literacy focused instructional supervision through tablet-based tools using a simplified version of SCOPE-L. Basa also expanded its support to the Kindergarten level during its final implementation year.

STRUCTURE OF REPORT

As part of its scheduled monitoring and evaluation (M&E) activities,[3] Basa conducted outcome evaluations, annually, to measure changes at the school level with Grade 2 and 3 teachers and students, as well as principals, participating in the Basa intervention. The results of the evaluation activities are used to not only inform the project technical and management teams (program management) but also, to measure change in learner performance over the life of the Basa intervention. The purpose of this report is to provide data on the reading performance of Grade 2 and Grade 3 learners in Basa targeted regions, as well as provide information on the context of early grade reading instruction in the Philippines. To do this, we report information from Basa's outcome evaluation study that includes Early Grade Reading

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[3] For the evaluation design and details see the project's M&E (Performance) Plan with Contract Monitoring Plan, April 20th 2013.

Assessments (EGRAs) in Filipino and English, teacher, principal and student interviews. The report focuses on these key research questions:

1. After four years of the Basa intervention, do students, both male and female, demonstrate improved reading and comprehension skills in Filipino at the end of Grade 2?
2. Do Grade 2 and Grade 3 students, both male and female, demonstrate improvement in reading and comprehension skills from SY 2016/17 to SY 2017/18 in Filipino and English?
3. Do Grade 3 students, both male and female, show higher proficiency in Filipino and English reading when compared to Grade 2 students?

This report presents data that address each of the Research Questions and draws conclusions and recommendations based on those data. The report structure is aligned with the evaluation research questions. The report starts with a brief overview of the evaluation design and methodology. A more detailed description of the methodology, data collection and tools can be found in Annex 1.

Sections 1 and 2 provide an overview of the context of early grade reading in study schools in terms of the classroom environment, school leadership, learning environment as well as findings from the student interview. Following that, in Section 3, reading performance of Grade 2 learners before the Basa intervention (SY 2013/14) are compared to results after four years of project implementation (SY 2017/18) in order to measure changes in Grade 2 student achievement associated with the Basa intervention. Section 4 details the changes in Grade 2 and Grade 3 learner reading results in Filipino and English from last year (SY 2016/18) to this current school year (SY 2017/18). Section 5 examines the difference in reading performance between Grade 2 and Grade 3 in Filipino and English in sample schools. Lastly, Section 6 explores the impact of contextual factors such as learner characteristics, home language, and the classroom environment on reading performance in Filipino and English.

Data reported in this document were collected in Bohol, Cebu, Ilocos Norte, Ilocos Sur and La Union—the focal divisions of the Basa intervention. The outcome evaluation study in sample schools was conducted annually to measure changes in Grade 2 student achievement over the course of the Basa intervention and to compare student achievement from Grade 2 to Grade 3.

FIGURE 2. BASA PILIPINAS GEOGRAPHIC SCOPE
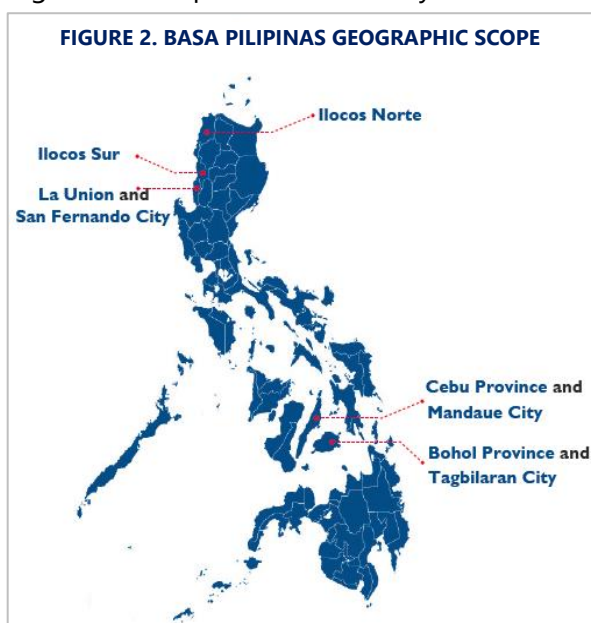
In order to capture changes in literacy outcomes for learners over the course of the Basa intervention, data were collected annually:

- *Cohort 1*: Before the Basa intervention (SY 13/14);
- *Cohort 2*: after one year of Basa intervention (SY 14/15);
- *Cohort 3*: after two years of Basa intervention (SY 15/16) ;
- *Cohort 4:* after three years of Basa intervention (SY 16/17);
- *Cohort 5:* after four years of Basa intervention (SY 17/18).

Cohort 1 second grade students (SY 13/14) were tested *only* in Filipino at the end of the school year. Cohort 2 (SY 14/15) (second grade) were tested in Filipino and English at the end of the school year. Cohort 3 (SY 15/16), Cohort 4 (SY 16/17), and Cohort 5(SY 17/18) second and third grade students were tested in both Filipino and English at the end of the school year. Additionally, for Cohort 5 (SY 17/18) principals were interviewed using a *SSME Principal Survey* and Grade 2 and Grade 3 teachers were interviewed using a *Classroom Monitoring Checklist* tool, developed by Education Development Center (EDC).

When interpreting the results of the student assessment, it is important to recognize that Grade 2 students had different amounts of formal instruction in each language. Filipino and English are introduced as subjects during the second and third quarters of Grade 1, with a focus on oral language development. Each language lesson is allotted 30 minutes daily. During Grade 2, students begin reading and writing in Filipino in the first quarter and in English in the third quarter. Each language lesson is allotted 50 minutes daily. In Grade 3, pupils are instructed in reading in all three languages although, Mother Tongue remains the main language of instruction for all other subjects. In Grade 4, Mother Tongue is phased out as both a subject and language of instruction and students are taught all subjects in Filipino, except math and science, which are taught in English.

Therefore, by the end of the school year, second graders will have had seven quarters of instruction in the development of oral language in Filipino and four quarters in reading and writing Filipino. They will have received less instruction in English; six quarters in developing oral language skills in English and just two quarters of instruction in reading and writing English.

TABLE 1. INTRODUCTION OF FILIPINO AND ENGLISH BY GRADE LEVEL AND QUARTER

	Grade 1				Grade 2				Grade 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Mother Tongue	As language and medium of instruction for all other subjects											
Filipino language		oral			reading/writing							
English language			oral				reading/writing					

EVALUATION DESIGN

The purpose of this evaluation study was to: 1) measure changes in Grade 2 student achievement associated with the Basa intervention; 2) measure changes in Grade 2 and Grade 3 student achievement from SY 2016/17 to SY 2017/18; and 3) measure differences in reading performance between Grade 2 and Grade learners 3 in Filipino and English. Specifically, the evaluation study was designed to answer the following questions:

1. After four years of the Basa intervention, do students, both male and female, demonstrate improved reading and comprehension skills in Filipino at the end of Grade 2?
2. Do Grade 2 and Grade 3 students, both male and female, demonstrate improvement in reading and comprehension skills from SY 2016/17 to SY 20176/18 in Filipino and English?
3. Do Grade 3 students, both male and female, show higher proficiency in Filipino and English reading when compared to Grade 2 students?

METHODOLOGY

To answer these research questions on student progress, the evaluation followed a quasi-experimental, cross-sectional design. Data was collected at four time points:

- *Cohort 1*: Before the Basa intervention (SY 13/14);
- *Cohort 2*: After one year of Basa intervention (SY 14/15);
- *Cohort 3*: After two years of Basa intervention (SY 15/16);
- *Cohort 4*: After three years of Basa intervention (SY 16/17); and
- *Cohort 5*: After four years of Basa intervention (SY 17/18).

In 2013/14 before the full Basa intervention began, a comparison cohort of Grade 2 students in a sample of schools in Cebu and La Union was assessed in reading (Filipino) at the end of the school year.[4] The subsequent year (SY 2014/15), after one year of the Basa intervention, to provide a more complete picture of the Basa outcomes, during school year 2014/15 the evaluation was expanded to additional schools in Cebu and La Union, as well as to schools in Ilocos Norte, Ilocos Sur and Bohol. During SY 2015/16, SY 2016/17, and SY 2017/18, a random sample of Grade 2 and Grade 3 students were assessed in the same sample of schools assessed during SY 2013/14 and SY 2014/15.

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[4] To justify the use of the comparison group in Cebu and La Union for the intervention group (all five provinces) baseline equivalence analysis was conducted in 2015. Analysis showed that the comparison of SY 2013/14 and SY 2015/16 baseline results met baseline equivalence, according to WWC guidelines. Given these results, the comparison group was deemed a legitimate comparison group for comparison with intervention results in all five provinces.

To answer the *first evaluation question*, this report will focus on assessing improvement in Filipino reading skills of Grade 2 students after four years of Basa intervention, comparing results from Cohort 1 (SY 13/14), before the Basa intervention, and Cohort 5 (SY 17/18) after four years of Basa. Comparisons of Cohort 1 results to Cohorts 2 (14/15),

Cohort 3 (15/16), and Cohort 4 (16/17) were discussed in previous reports[5], and as such, will not be discussed in this report. Detailed EGRA results for all five cohorts can be found in Annex 3.

To answer the *second evaluation question*, Grade 2 and Grade 3 Filipino and English results from Cohort 4 (SY2016/17) and Cohort 5 (SY 2017/18) will be compared.

To answer the *third evaluation question*, Cohort 5 Filipino and English results from SY 2017/18 are compared across grades to assess differences in reading performance between Grade 2 and 3.

TABLE 2. EGRA ASSESSMENT SCHEDULE

	Grade	EGRA Assessment	Feb 2014	Feb 2015	Feb 2016	Feb 2017	Feb 2018
Cohort 1 (SY 13/14)	Grade 2	Filipino EGRA	X				
Cohort 2 (SY 14/15)	Grade 2	Filipino & English EGRA		X			
Cohort 3 (SY 15/16)	Grade 2 & Grade 3	Filipino & English EGRA			X		
Cohort 4 (SY 16/17)	Grade 2 & Grade 3	Filipino & English EGRA				X	
Cohort 5 (SY 17/18)	Grade 2 & Grade 3	Filipino & English EGRA					X

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[5] Comparisons of Grade 2 Filipino EGRA results from Cohort 1 (SY 13/14) to Cohort 2 (SY 14/15), Cohort 3 (SY 15/16), and Cohort 4 (SY 16/17) were previously reported in *2013/14 Basa Evaluation Report*, the *Final Outcome Evaluation Report: 2013-2017*, and *Basa 2017 Evaluation report*, respectively. These comparisons will not be reported in this report. Detailed EGRA results for all five cohorts can be found in Annex 3.

The figure below shows the timeline of evaluation activities for data presented in this report.

FIGURE 3. TIMELINE OF BASA EVALUATION ACTIVITIES ACROSS COHORT
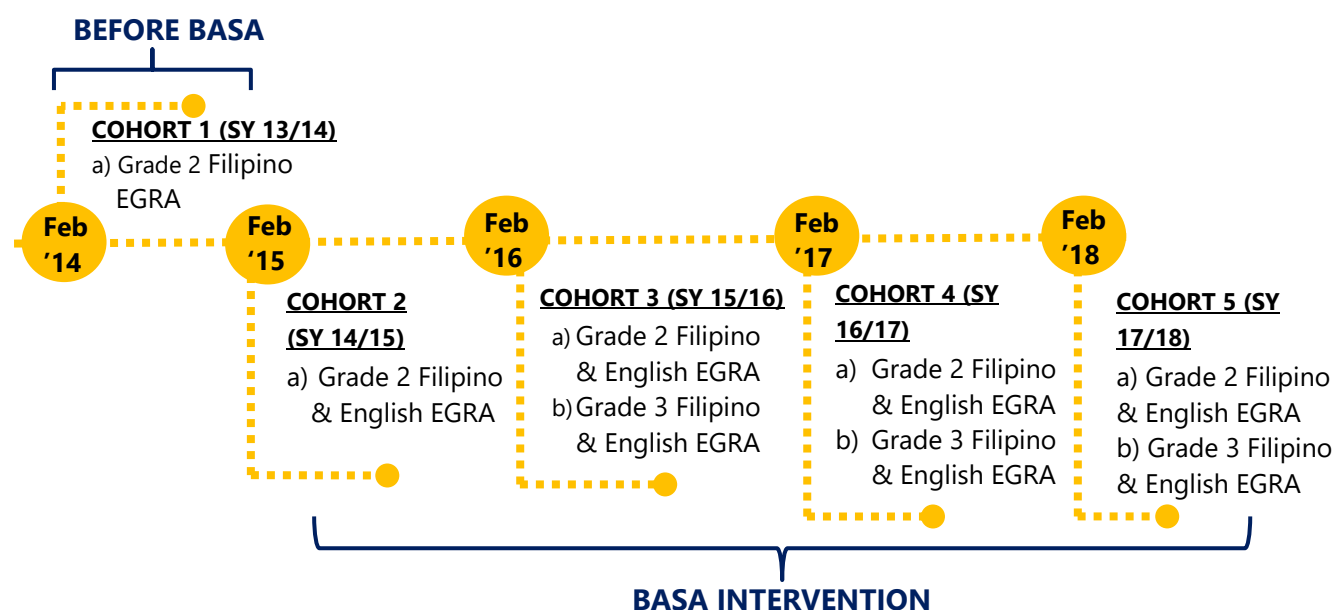
SAMPLE

The student sample for Cohort 1 (SY 2013/14) was drawn from Cebu and La Union. In SY 2014/15, SY 2015/16, SY 2016/17, and SY 2017/18, the sample was drawn from Bohol, Cebu, Ilocos Norte/Sur, and La Union. The table below details the sample used in this report.

TABLE 3. STUDENT EGRA SAMPLE

Cohort	Divisions	# of schools	# of Grade 2 students	# of Grade 3 students
Cohort 1 (SY 2013/14)	Cebu & La Union	40	469	--
Cohort 2 (SY 2014/15)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	80	1,216	--
Cohort 3 (SY 2015/16)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	118	1,658	1,597
Cohort 4 (SY 2016/17	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	120	1,680	1,677
Cohort 5[6] (SY 2017/18)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	119	1,645	1,651

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[6] In Cohort 5, only 119 schools were included in the study. One study school in Cebu was dropped from the study given safety and security concerns.

The sample was designed to select an identical number of boys and girls in each grade, in each school. The final distribution by sex was nearly perfect across cohort and grade.

To enable the computation of estimates of literacy skills among students in *all* schools affected by the Basa intervention, post-stratification weights were applied to the analyses of EGRA data. Post-stratification weights were applied to compensate for differences in provincial sampling and to ensure an appropriate representation of learners in all provinces in the sample. Consequently, actual *n*'s are only reported in this section and Sections 1 and 2, that directly follow, focus on background school, teacher and learner-level context findings; in subsequent sections *n*'s will not be reported and weighted data will be used.

Additionally, in SY 2017/18, in nearly every school sampled, the principal, and one Grade 2 and one Grade 3 teacher were interviewed. In some schools, principals and/or teachers were unavailable for interviewing. The table below shows the final sample of surveyed principal and teachers. Results from the principal and teacher interviews can be found in the School and Learning Environment Findings section.

TABLE 4. PRINCIPAL AND TEACHER SAMPLE, COHORT 5 (SY 2017/18)

	Divisions	# of schools	# of Principals surveyed	# of Grade 2 teachers surveyed	# of Grade 3 teachers surveyed
Cohort 5 (SY 2017/18)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	119	104	116	112

Annex 1 includes a detailed description of methods and data collection tools, and Annex 3 includes detailed assessment results.

1. STUDENT CONTEXT INTERVIEW FINDINGS

It is widely recognized in the field of education that contextual factors, such as supportive home environments, adequate nutrition, and early exposure to literacy, play prominent roles in helping children succeed academically. Additionally, school factors such as teachers assigning homework or teachers reading to children have been found to be associated with improved performance. To assess these contextual factors, students were asked a series of questions about their home environment, student/teacher practices and their socioeconomic status. Below are results from the student context interview for Grade 2 and Grade 3 learners from Cohort 5 (SY 2017/18). Most of the data collected for Grade 2 and Grade 3 students were very similar. In the instances where the results differed, they are reported separately. In the instances where the results were similar, they are presented in aggregate.

SCHOOL AND TEACHER ENVIRONMENT

Nearly all (96.8%) students reported that they have been attending their school since the beginning of the school year. The large majority of Grade 2 and Grade 3 students overall reported attending kindergarten (95.1%).

FIGURE 4. KINDERGARTEN ATTENDANCE (N=3,296)
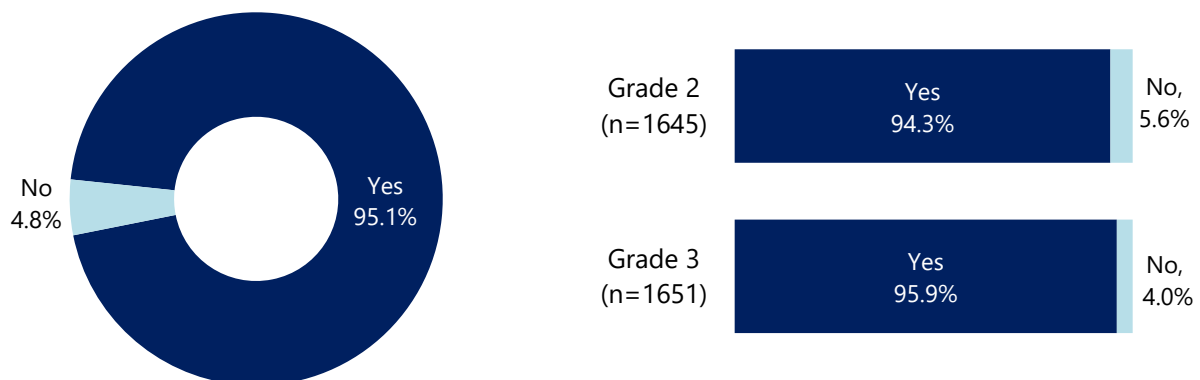
The majority (79.6%) of Grade 2 and 3 students reported that they are allowed to take books home from school, which is largely consistent with teacher interview data. Students also largely reported taking books home from school (84.5%). In addition, about nine out of ten (87.5%) Grade 2 and Grade 3 students reported being able to choose the story books that they read at school.

Sampled Grade 2 and Grade 3 students were asked about what they liked the most about school. The most common response, overall, was reading and writing (about 46%). Other common responses among Grade 2 and Grade 3 students were books in the classroom and the teacher. Learners were also asked about what they did not like about school. About 51% of Grade 2 and Grade 3 students replied that there was nothing that they did not like about school. Of those surveyed learners who reported having a dislike about school, learners frequently mentioned that they did not like fighting and bullying/teasing by their fellow classmates and disruptive, unruly classmates. Playing at school was cited as a reason to like school, but also mentioned as a dislike; it is unclear why the apparent contradiction, but may indicate that bullying or quarreling can occur at playtime. Table 5 below shows the most frequent responses from Grade 2 and 3 learners.

TABLE 5. MOST COMMON REASONS GRADE 2 AND GRADE 3 STUDENTS LIKE AND DISLIKE SCHOOL

What do you like MOST about school?	**What do you NOT like about school?**
✓ Reading and writing ✓ Books in the classroom ✓ Teacher ✓ Learning ✓ Cleaning the classroom	✓ Fighting and bullying/teasing by fellow classmates ✓ Disruptive, unruly classmates ✓ Not being able to play at school ✓ Playing at school

SOCIO-ECONOMIC FACTORS

Reports of common higher priced household items are commonly used as a proxy for household income as well as overall socio-economic status. The majority (73.6%) of students said that their families had between three to six of the surveyed household possessions, with a median of four out of the nine possessions listed in the survey. A cell phone, a television, an indoor toilet, a radio, and a motorcycle were the most commonly reported household possessions, with more than half of the sampled students in both Grades 2 and 3 reporting having these items in their household.

FIGURE 5. COMMON HOUSEHOLD ASSETS (N=3,296)

cell phone	94%
television	83%
toilet	66%
radio	63%
motorcycle	57%
tablet	36%
computer	21%
car	16%
internet	15%
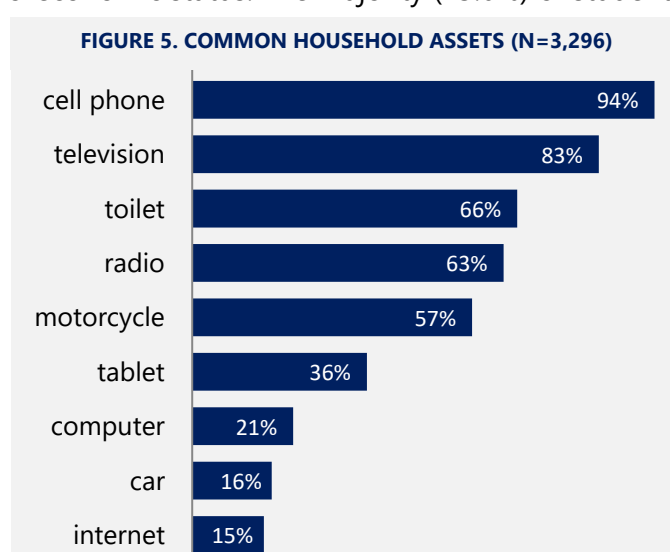
Students were also asked whether they had something to eat before they came to school on the day of the reading assessment. Almost all (98.5%) Grade 2 and 3 students reported having had something to eat the day of the survey.

HOME ENVIRONMENT

Students reported using a variety of different languages at home, which was largely consistent among Grade 2 and Grade 3 sampled learners.[7] The majority (83.0%) of learners reported only speaking one language at home, however, 14.7% of learners reported speaking two languages at home and 1.8% reported speaking three languages at home. The majority (84.5%) of students in Ilocos Norte, Sur and La Union (Region 1) reported speaking Ilokano at home, while the majority of learners (92.2%) in Bohol and Cebu (Region 7) reported speaking Sinugbuanong Binisaya[8] at home. English was not widely reported being spoken at home, with only 6.1% of Grade 2 and Grade 3 learners reporting speaking it at home. Filipino/Tagalog was not reported to be spoken at home by the majority of sampled learners; a larger percentage of learners in Region 1 reported speaking Filipino/Tagalog at home compared to learners in Region 7 with 33.9% and 13.1% of learners, respectively. Note that Filipino, which is largely based on the Tagalog language, is the national language of the Philippines and is introduced gradually beginning in the second quarter of Grade 1, with students' Mother Tongues forming the basis of instruction up through Grade 3. Reading and writing in English is introduced as a subject in the third quarter of Grade 2. Later, in Grade 4, Mother Tongue is phased out as both a subject and language of instruction and students are taught all subjects in Filipino, except math and science, which are taught in English.

FIGURE 6. WHAT LANGUAGE DO YOU SPEAK AT HOME (N=3,296)

Region 1 (Ilocos Norte/Sur, La Union)
Ilokano, 84.5%
Filipino/Tagalog, 33.9%
English, 3.6%
Other, 0.1%

Region 7 (Bohol, Cebu)
Sinugbuanong Binisaya, 92.2%
Filipino/Tagalog, 13.1%
English, 8.8%
Other, 0.1%

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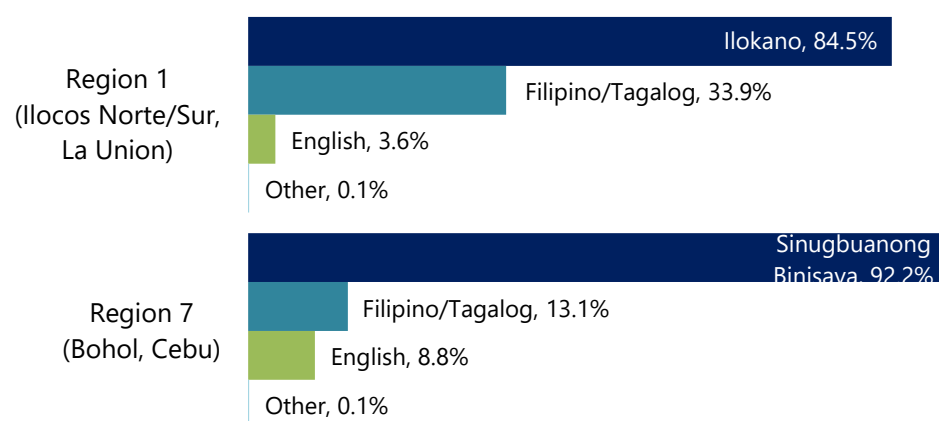
[7] Note, given that learners may speak more than one language at home, respondents were allowed to report multiple responses. As such, the table below does not add up to 100%.

[8] Sinugbuanong Binisaya is DepEd's official designation for this Mother Tongue. This Mother Tongue is spoken in many regions in the country, including Mindanao. While there may be some differences in vocabulary or usage across the different areas where Sinugbuanong Binisaya is spoken, it is by and large the same language spoken across these locations. It is sometimes colloquially referred to as Cebuano.

Of those students who responded, nearly half (48.7%) of surveyed students reported that their mothers were engaged in formal employment, of which the majority (77.1%) were working in the informal economy. Roughly nine out of ten fathers were reportedly employed, also largely in the informal economy; only 11.8% were reported as unemployed. These results must be interpreted with caution since it is likely that children may not have a complete understanding of their parents' occupation.

TABLE 6. WHERE DO YOUR PARENTS WORK? (N=3,125)[9]

Parental Occupation	Mother (n=3,125)	Father (n=2977)
Overseas Filipino Worker (OFW)	6.0%	3.7%
Professional	5.2%	5.8%
Informal/Manual/Self	37.5%	78.6%
Unemployed	51.3%	11.8%

Parental involvement is a key predictor of early literacy success as well as children's future academic achievement. As such, the student context interview also aimed to find out whether students receive any help with reading at home. The large majority of students in both Grades 2 and 3 reported that both their parents were literate, though slightly more mothers (97.9%) than fathers (94.1%) were reported as literate.

The majority of students said they receive help at home with reading, either from a parent or from a sibling. About one-quarter of surveyed students said they do not receive help at home with reading. Students also largely (81.3%) reported having books at home.

FIGURE 7. PARENTAL LITERACY AND HELP WITH READING AT HOME (N=3,296)

Parental Literacy

Mother	97.9%
Father	94.1%

Read Stories at Home

Yes (Parent)	26.6%
Yes (Sibling)	39.9%
Yes (Other)	7.5%
No	25.7%

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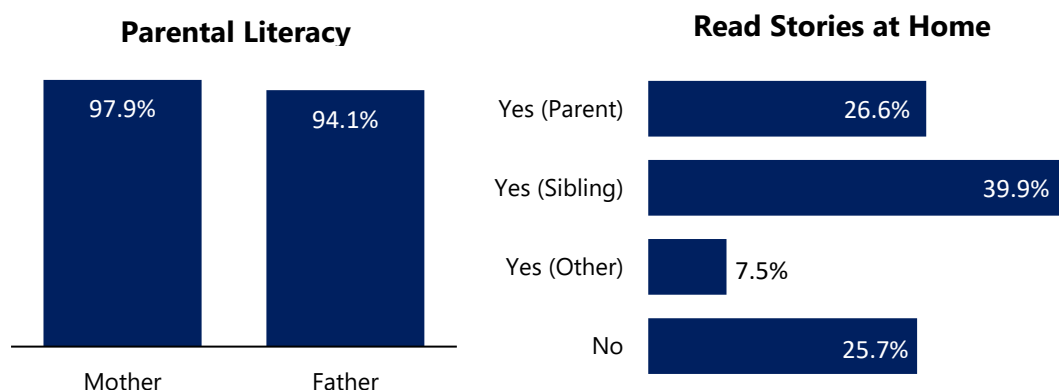
[9] Students who responded "Do not Know" or "No response" are excluded from the percentages presented in these paragraphs. Percentages only include students who responded to the question.

The majority of students (77.7%) reported having someone at home check their assignments/ homework. There were no statistically significant differences between grades or sex. Nearly two-thirds of learners (61.3%) reported watching TV in English.

About two-thirds (65.7%) of the students in both Grade 2 and 3 reported that they either rarely or never missed school. There were some differences between the two grades, with more students in Grade 3 reporting missing school often or sometimes (37.9%) compared to students in Grade 2 (30.8%) and this difference is statistically significant at $p<.001$. Of the Grades 2 and 3 students that miss school often or sometimes, the most common reason cited was illness (74.9%) with household work or chores as the next common reason (7.8%).

FIGURE 8. HOW OFTEN DO YOU MISS SCHOOL? (N=3,296)
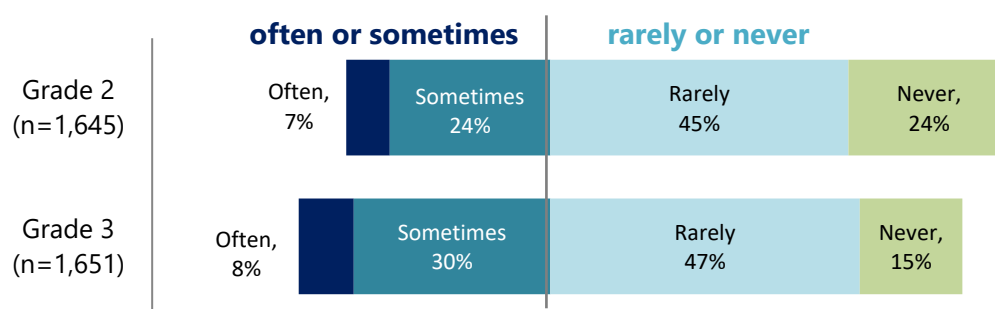
2. SCHOOL AND LEARNING ENVIRONMENT FINDINGS

Information about the school environment is critical to understanding the teaching and learning that is taking place in the school. Concurrently with the learner assessment, during SY 2017/18, the data collection team gathered data on the school context and environment, and grade-level resources and practices related to the Basa intervention. In all, 104 principals and 228 Grade 2 and Grade 3 teachers were surveyed in 119 sample schools. Data was collected to provide an overall picture of the school and learning environment; particularly data was collected on: 1) classroom infrastructure and environment, 2) school management and support to teachers, and 3) the learning environment. The report used this information as covariates in EGRA assessment data analysis.

CLASSROOM ENVIRONMENT

Data were collected on the school and classroom infrastructure of 119 sampled schools in SY 2017/18. For nearly every school, one Grade 2 and one Grade 3 classroom, whose pupils were sampled to take the EGRA, was observed and rated by assessors. The assessors observed the classroom infrastructure and environment for eight conditions and used a three-point scale ("Satisfactory," "Somewhat satisfactory," and "Poor") to rate the conditions. As seen in Figure 9 below, observations of sampled schools showed varying conditions in the school infrastructure and learning environment. The majority of schools were scored by assessors as "Satisfactory" in each of the eight conditions. The majority of observed classrooms were rated as "satisfactory" in the number of appropriate desks (90.7%) and functional blackboards (87.6%). Very few observed schools had poor school and classroom infrastructure conditions.

FIGURE 9. OBSERVED CONDITION OF SCHOOL AND CLASSROOM INFRASTRUCTURE IN SAMPLED SCHOOLS (N=228)
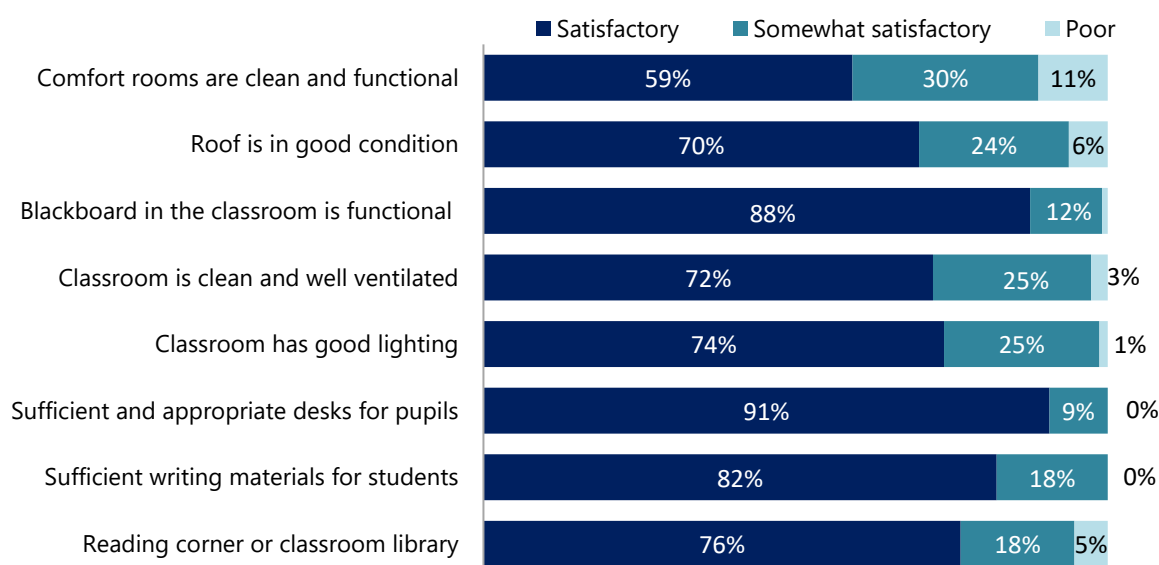
Less than half (44.2%) of schools reported having a school library where learners could go to borrow books to read.

Nearly half of sample schools had zero school closures since the start of the current school year, but 52.4% reported one to eight days of closure. The majority of schools reported that schools were closed due to natural disasters in which schools were affected.

Only **44%** of schools reported having a school library
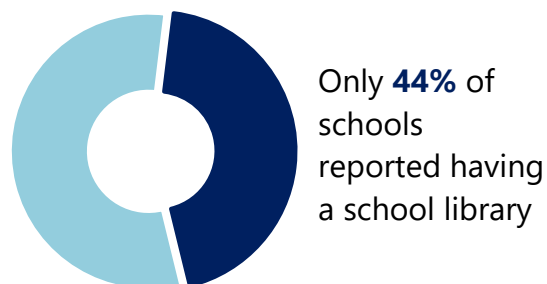
The majority of schools had between 5 and 17 teachers currently employed at their school. Principals reported low levels of teacher and principal absenteeism and tardiness. Schools largely stated that all teachers were present and on time on the day of the survey. For those schools who did report teacher absenteeism and tardiness, principals largely said that only one or two teachers were absent or tardy. Similarly, principals, on average, reported being physically absent from the schools 5 days in the previous month.

LEARNING ENVIRONMENT

An analysis of learner/teacher ratio showed that, on average, in Grade 2 and Grade 3 classrooms, the learner/teacher ratio varies. In fact, a Grade 2 classroom can be expected to have between 6 and 58 learners per one teacher; a Grade 3 classroom can be expected to have between 8 and 53 learners enrolled per one teacher, with respective averages of 27.8 and 29.6

learners per teacher. There is a significant difference in the average number of girls and boys in Grade 3 classrooms with slightly more girls than boys, on average. Results showed that Grade 2 classrooms have, on average, 51.3% girls and 48.7% boys. Grade 3 classrooms have on average, 54.5% girls and 45.5% girls ($p<.001$).

Teachers were also asked to report the number of learners that, on average, attend school every day; they reported that the overwhelming majority of learners do so. In Grade 2 classrooms, teachers reported that, on average, 92.8% of their learners attend daily. Grade 3 teachers reported slightly higher rates, stating that on average, 93.7% of students attend school every day. Looking at teacher-reported data on students that attend daily by sex, analysis showed that more girl learners attended school daily than boy learners, on average, in both Grades 2 and 3. In Grade 2, 94.6% of girl learners attended daily while only 91.1% of boy learners did the same, representing about a 3.5 percentage point difference in learners (p=.002). Similarly, in Grade 3, 95.9% of girl learners were reported as attending school every day compared to 92.2% of boy learners (p=.000).

On average, Grade 2 and Grade 3 teachers reported very low repeater rates, with only around 1% of learners in their classrooms who were repeaters. The percentage of repeaters by grade was fairly consistent. An analysis of grade repetition by sex showed that a significantly higher percentage of boy learners than girl learners were repeaters in both Grades 2 (p=.000) and Grade 3 (p=.001).

TABLE 7. LEARNER/TEACHER RATIO, ATTENDANCE AND GRADE REPEATERS STATISTICS, BY GRADE

Grade	Learner/ Teacher ratio	Repeaters (pct)			Attend Every Day (pct)[10]		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Grade 2	28 : 1	1.7	0.4	1.1	91.1	94.6	92.9
Grade 3	30 : 1	1.3	0.1	0.9	92.2	95.9	93.7

Teachers were asked about the reading levels of children in their classroom, specifically, the number of learners in their classroom that were less skilled readers and independent readers. The majority of Grade 2 and Grade 3 teachers responded that learners in their classroom were independent readers (62.4% and 58.9%, respectively). Grade 2 teachers reported having 27.7% of less-skilled readers, and Grade 3 teachers reported 29.3% less-skilled readers in their class.

When analyzing this information by sex, a higher percentage of girl learners than boy learners were classified by teachers as independent readers (p=0.00). Conversely, more boy learners than girl learners were classified by teachers as less-skilled readers (p=0.00).

FIGURE 11. REPORTED READING LEVELS OF CHILDREN BY TEACHERS (N=227)

	Less Skilled	Independent
Grade 2	Less Skilled 27.9%	Independent 62.4%
Grade 3	Less Skilled 29.3%	Independent 58.8%

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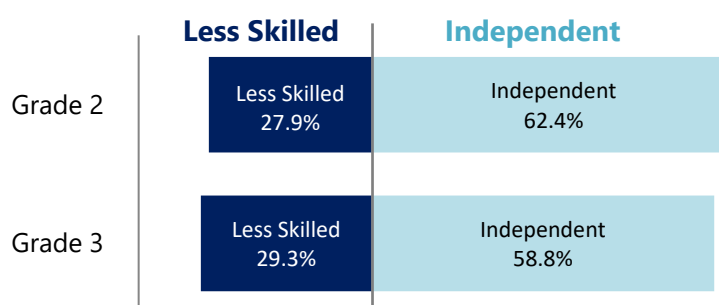
[10] Teachers were asked, "How many boys in your class come to school every day?" and "How many girls in your class come to school every day?" This percentage reflects the average percent of boys who attend school every day; the percent of girls who come to school every day and the percent of all learners who attend school every day.

SCHOOL LEADERSHIP

Sampled principals were asked about Basa trainings or orientations that they attended. Nearly all principals had attended a Basa training (99.0%), of which the majority stated that they were often or always able to apply the training to their work. The most commonly attended training were the LAC Training and School Heads' Training, in which 83.7% and 81.7% reporting attending, respectively. A few principals reported attending Kinder Training (41.3%) and specific Basa grade 1, 2 or 3 trainings. Nearly all Grade 2 (96.5%) and Grade 3 (99.1%) teachers reported attending a Basa training. While no surveyed principals reported attending an online course, two Grade 2 teachers and one Grade 3 teacher reported doing so.

HOW PRINCIPALS APPLY BASA TRAINING IN SCHOOLS

✓ Monitoring teachers' lesson plans
✓ Managing and facilitating Learning Action Cells (LACs) in schools more effectively
✓ Monitoring teachers and learners' progress
✓ Conducting classroom observations

Principals were also asked about their school management and leadership practices. Overall, in terms of monitoring and providing continued support to teachers in their schools, principals appeared to be engaged. In terms of monitoring teachers in their schools, just over two-thirds of the principals surveyed stated that they check teacher's lessons plans at least once a week, of which, the majority do so one to three times a week. Principals reported observing classrooms nearly as frequently, in which slightly less than two thirds of principals stated that they had the chance to observe classrooms at least one time the previous week.

The most common method used by principals to monitor students was through progress reports provided by teachers, of which 59.6% of principals reported receiving. Additionally, many principals noted that they tracked student progress through evaluating their test results (54.8%), evaluating children orally (54.8%), classroom evaluations (33.7%), and end of term evaluations (27.9%).

FIGURE 12. HOW DO YOU KNOW WHETHER YOUR STUDENTS ARE PROGRESSING ACADEMICALLY? (N=104, MULTIPLE RESPONSE)

Category	Value
Progress reports	59.6%
Testing (quizzes, NAT results)	54.8%
Evaluate children orally myself	54.8%
Classroom observations	33.7%
End of term evaluations	27.9%
Check children's results on tests	2.9%
Other	18.2%
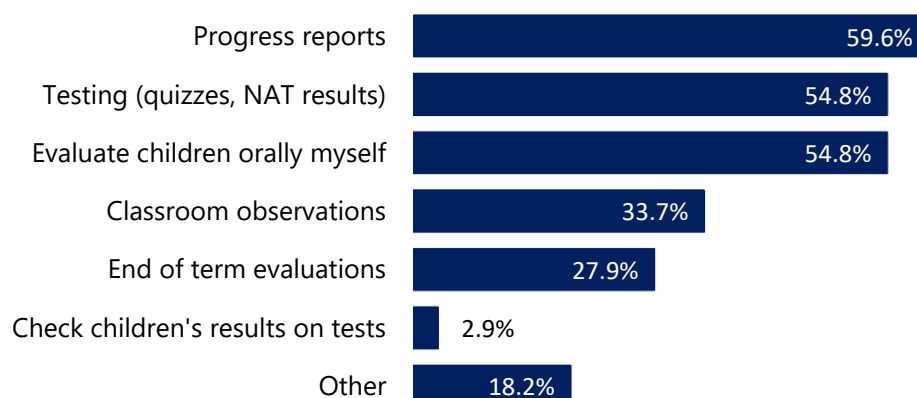
Overall, principals had positive perceptions of their ability to provide instructional support to teachers in their school. Principals largely (98.1%) felt that they had sufficient knowledge and time to provide instructional support to their teachers on teaching reading. This was corroborated by teachers, in which the overwhelming majority (97.8%) of teachers reported receiving enough support from school administration to effectively teach.

All schools reported that teachers in their school participate in Learning Action Cells (LACs). The majority of schools convene LACs 1-2 times a month (87.5%) or 2-4 times a year (3.8%). Nearly all (95.2%) sampled principals indicated that they felt that they had adequate skills to handle LAC sessions.

FIGURE 13. AVERAGE PRINCIPAL'S PERCEPTIONS AND ATTITUDES OF LITERACY INSTRUCTION IN SAMPLED SCHOOLS (N=103)
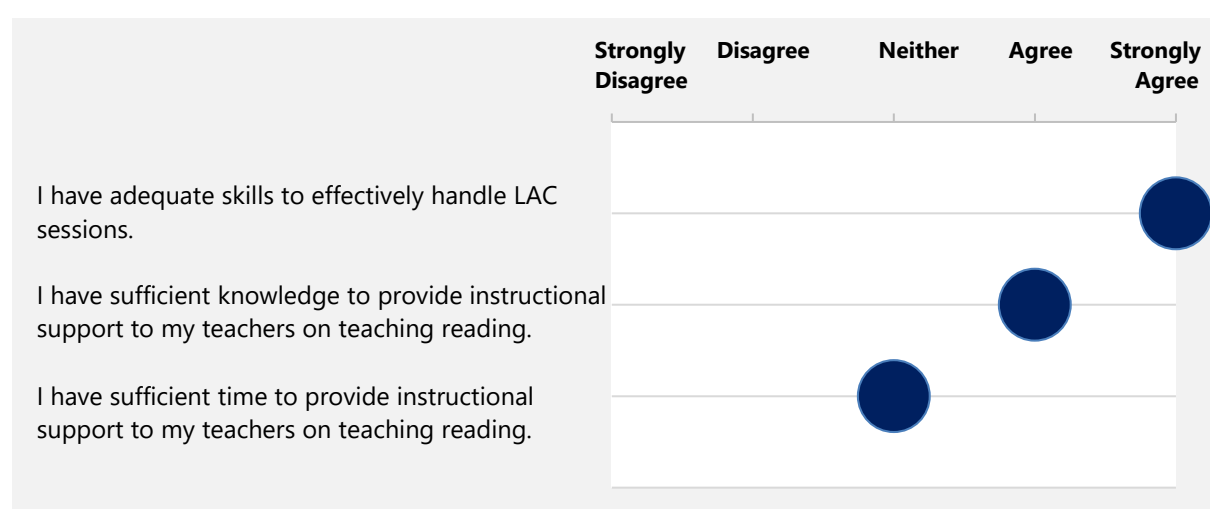
GENDER AND INCLUSIVE EDUCATION

Just over half (54.8%) of the sampled schools had a written gender policy in place. The majority (92.3%) of the principals surveyed reported having attended some form of gender awareness training, the majority of which focused on gender awareness and development (GAD). The majority of principals reported that they were able to apply knowledge that they learned from the gender awareness training to their work.

Overall, 79.8% of schools reported that they did not have programs at their schools for students with special needs; only 20.2% of schools indicated that they had such programs. The most common type of program offered was remedial reading time; fifteen out of the twenty-one schools that reported having special needs programs indicated that they provided remedial reading time. A few schools also mentioned that they had special education teachers and resource rooms, and conducted home visits for learners with special needs.

The number of learners participating in these programs varied from school to school ranging from two learners to 100 learners, with a median of 10 learners.

Nearly all teachers (99.6%) reported having remedial reading time. The majority of teachers (68.4%) reported holding remedial reading time daily. Nearly a third (30.3%) reported holding remedial reading several times a week and only two teachers reported holding it once a week. There are no significant differences in how often Grade 2 and 3 teachers held remedial reading sessions.

> **PROGRAMS FOR LEARNERS WITH SPECIAL NEEDS**
>
> ✓ Remedial reading time
> ✓ Special Education teachers
> ✓ Special Education resource rooms
> ✓ Home visits

Overall, teachers reported that, on average, about 38% of the students in their class attend remedial reading time; this percentage was consistent across grades. The majority of teachers (97.8%) reported that remedial reading time was attended by between 1 and 35 learners in their class, with a median of 7 learners. In both Grades 2 and 3, teachers reported a higher percentage of boys, on average, attending remedial reading time than girls ($p=.000$).

TEACHING AND LEARNING MATERIALS

ACCESSIBILITY OF TEACHING AND LEARNING MATERIALS

Data collectors observed classrooms for teaching and learning materials (TLMs). In nearly every observed Grade 2 and Grade 3 classrooms, assessors reported observing Basa-revised Teachers Guides (TGs) as well as Basa Leveled Readers in the classroom. All but two observed Grade 2 classrooms had Basa-provided read-aloud books in the classroom. This was corroborated by principals, in which nearly all principals (89.4%) reported receiving the appropriate number of Basa provided revised Teacher Guides, read-alouds and leveled readers. In terms of DepEd teacher's guides and learner manuals, roughly two-thirds of principals reported receiving the appropriate number of DepEd TLMs for all grade 1-3 students; another quarter of schools reported only partially receiving DepEd TLMs for grade 1-3 learners.
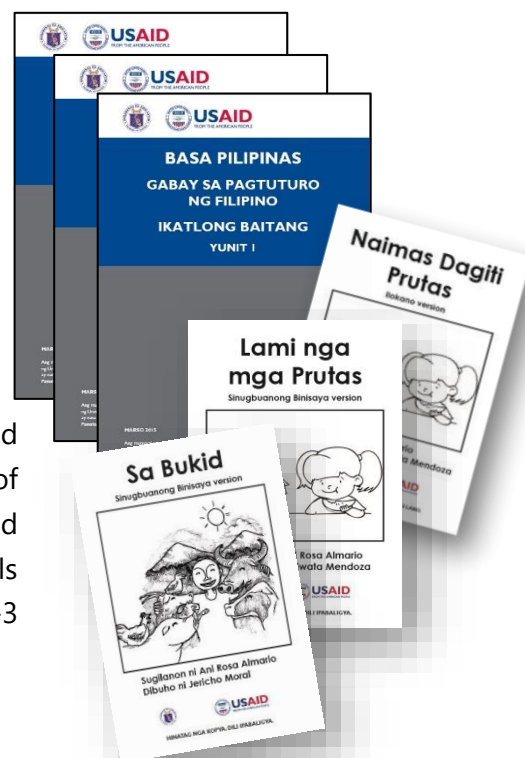
BASA PILIPINAS: PROVISION OF TEACHING AND LEARNING MATERIALS TO SUPPORT EFFECTIVE LITERACY INSTRUCTION

To support effective literacy instruction in Mother Tongue, Filipino and English, Basa Pilipinas provided early grades teachers with Revised Teacher Guides (RTGs) accompanied by children's reading materials that the class would use for read-alouds and for guided and independent reading. In addition, Basa developed multi-grade outlines to assist teachers in multi-grade schools who were handling both Grade 1 and 2 or Grade 2 and 3 classes simultaneously in using the RTGs, read-alouds and leveled readers. A total of 34 multi-grade outlines were developed to align with the different language subjects and grade levels covered by the Basa materials.   The table below summarizes the types of teaching-learning materials (TLMs) Basa produced:

Materials	Languages
Grade 1 & 2 RTGs	Singugbuanong Binisaya, Ilokano, Filipino & English
Grade 1 Leveled Readers	Singugbuanong Binisaya & Ilokano
Grade 1 Big Book Read-alouds	Singugbuanong Binisaya, Ilokano, Filipino & English
Grade 2 Leveled Readers	Singugbuanong Binisaya, Ilokano, Filipino & English
Grade 2 Big Book Read-alouds	Filipino & English
Grade 3 Revised Teacher Guides	Filipino & English
Grade 3 Leveled Readers	Filipino & English
Multi-grade outlines for Using TLMs in Multi-grade classrooms	Singugbuanong Binisaya, Ilokano, Filipino & English

In terms of supplemental reading materials in the classroom, slightly more than half of all classrooms had teacher-bought or produced supplementary materials (not textbooks). Nearly all of Grade 2 and Grade 3 classrooms (84.3% and 90.3%, respectively) had supplementary reading materials provided by Basa, such as books donated by Brother's Brother Foundation (BBF). Additionally, 47% of Grade 2 and 38.9% of Grade 3 observed classrooms had DepEd provided supplementary materials. Assessors also noted that about 18.3% of Grade 2 classrooms had additional supplementary reading materials, such as materials donated from NGOs, alumni or parents, private schools or international donations, photocopied materials, old newspapers, or materials downloaded from the internet. Similarly, 12.4% of Grade 3 classrooms had additional supplementary materials. Supplementary materials were largely accessible to pupils on their own, without the need for the teacher to distribute them, in nearly all (98.2%) classrooms.

TABLE 8. PERCENT OF GRADE 2 AND GRADE 3 CLASSROOMS WITH TEACHING AND LEARNING MATERIALS (N=228)

Material	Grade 2 (n=115)	Grade 3* (n=113)
Basa-revised Teacher Guides	99.1%	96.5%
Basa Leveled Readers	99.1%	97.3%
Basa-provided Read-Aloud books	98.3%	--
Basa-provided supplementary reading materials (e.g. BBF books)	84.3%	90.3%
Teacher-bought or produced supplementary reading materials (not textbooks)	56.5%	54.0%
DepEd provided supplementary reading materials (not textbooks)	47.0%	38.9%

*Grade 3 learners were not provided Read-Aloud Books by Basa.

Teachers were also asked whether they had any additional comments about any of the learning materials (revised TG, Read-aloud or Big Books, Leveled Reader) or if they had any other general comments about the Basa program. The most common comments/suggestions from surveyed teachers include:

- Reading materials cater to pupils' needs and are proven to enhance their reading ability.
- Basa Teacher Guides, Leveled Readers, and supplementary materials are very clear, well organized, and engaging.
- Basa-provided trainings were very useful in showing teachers how to use the Teacher Guides and in improving teachers' daily teaching skills.
- Books are colorful and interesting for pupils to read.
- Teachers reported that, while many of the Basa materials are appropriate to the children's levels of understandings, there are some scenarios where the English objectives and words are not on par with the students' level.
- Some teachers requested new materials in cases where some are worn out for various reasons, or more books in general.

TEACHER BELIEFS AND MOTIVATIONS

Surveyed teachers were also asked about their beliefs around literacy instruction and their motivation to teach. Teachers in Grades 2 and 3 responded similarly with over half of all teachers (62.7) reporting that teaching reading was "sometimes not easy" while 26.3% of teachers reported that teaching reading was "mostly easy."

FIGURE 14. DO YOU FIND IT EASY TO TEACH READING? (N=228)

| Grade 2 (n=115) | Not easy at all 9% | Sometimes not easy 61% | Mostly easy 27% | Very easy 3% |
| Grade 3 (n=113) | Not easy at all, 4% | Sometimes not easy 65% | Mostly easy 26% | Very easy 5% |
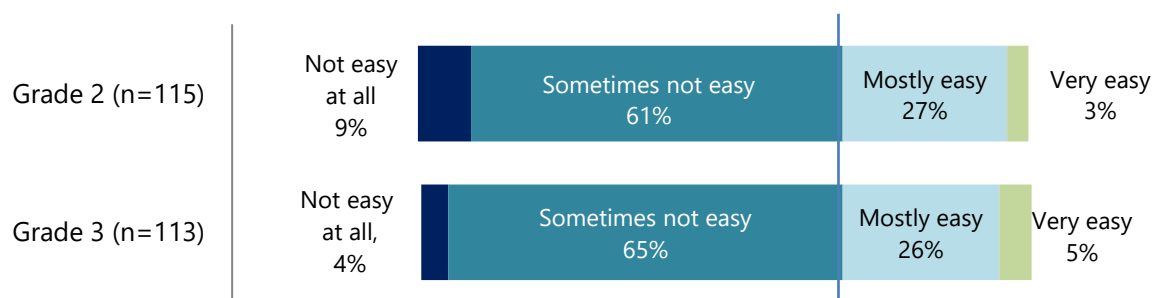
To assess gender bias in literacy beliefs and practices, teachers were asked their opinion related to gendered beliefs around literacy instruction. The large majority of teachers in both Grades 2 and 3 showed gender biases in their beliefs on teaching reading in that 82.9% of teachers responded that it is easier to teach girls to read than boys. Teachers that reported that girls were easier to teach were subsequently asked for the reasoning behind their beliefs. As seen in the figure below, over two-thirds of teachers in Grade 2 and Grade 3 reported that girls were easier to teach how to read because they were more attentive/studious than boys. A quarter of teachers reported that girls were easier to teach to read because girls were more obedient than boys. A few teachers reported that girls were easier to teach reading because girls like/enjoyed reading, and that girls' parents participate more in their education than boys' parents do.

FIGURE 15. TEACHER BELIEFS ON TEACHING READING (N=228)

Do you find it easier to teach boys or girls how to read?

Boys 3.1%
No difference 14.0%
Girls 82.9%

Why are girls easier to teach how to read?

Girls are more attentive/focused/studious	68.3%
Girls are more obedient/easier to discipline	25.4%
Girls like/enjoy reading	5.3%
Girls' parents participate more in their education	1.1%
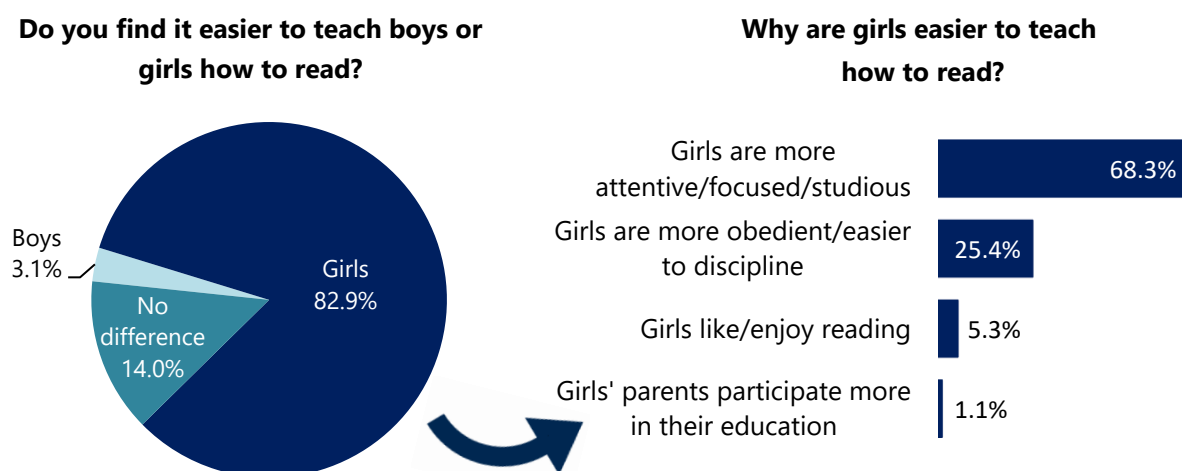
Overall, surveyed teachers indicated that they were motivated to teach with nearly all teachers reporting that they were either "motivated" (56.1%) or "very motivated" (43.0%) to teach. Only one teacher from each grade reported that they were "somewhat not motivated."

TEACHING PRACTICES

USE OF TEACHING AND LEARNING MATERIALS

Overall, many of the teachers (46.9%) reported that they mainly use the revised Teacher Guide (TG) provided by Basa. Roughly half (46.1%) of surveyed teachers said they use the revised TG, but also use the old DepEd TG as reference for supplementary or remedial activities when developing their lessons. Only about 5.2% of teachers reported "mainly" or "always" using the DepEd TG for developing lessons.

In terms of Leveled Readers, the overwhelming majority (73.7%) of teachers use Leveled Readers during reading lessons, in which teachers have students use Leveled Readers on their own, in pairs or in small groups. Roughly, 8% of teachers reported reading to students and having the students read back to them. A few teachers indicated that they use Leveled Readers during remedial reading time, to assess students' reading levels, or that they used Leveled Readers for their struggling students. Other Leveled Reader usage included allowing learners to read them on their own during their lunch breaks, free reading time or after school.

FIGURE 16. HOW DO YOU USUALLY USE THE LEVELED READERS IN YOUR CLASSROOM? (N=228)

During the lesson, students use the leveled readers on their own, in pairs, or in small groups	73.7%
I read leveled readers to my students and have them read after	7.5%
I use the leveled readers to assess my students' reading level in order to guide them accordingly	3.9%
I use the leveled readers during remedial reading time	3.5%
I use the leveled readers mainly for my struggling readers	3.5%
Other	7.9%

Overall, the vast majority (91.7%) of Grade 2 and Grade 3 teachers reported that since the beginning of the school year, students in their classroom have brought books home from the classroom. The majority of teachers (66.7%) reported that the most common book they allowed learners to bring home was DepEd-issued textbooks. Just over a third of teachers stated that learners could bring home Learner's Manuals and roughly a fifth of teacher allowed learners to bring home from the reading corner or leveled readers. Allowing students to bring home Read-aloud/Big Books was rare; only about 2% of teachers reported that they allowed students in their classroom to bring those home. A few teachers also mentioned allowing learners to bring home supplementary learning materials.

FIGURE 17. CAN LEARNERS BRING HOME BOOKS FROM THE CLASSROOM?

Since the start of the school year, have pupils brought home books from your classroom? (n=228)

What books are learners allowed to bring home from the classroom? (n=224)

No 8.3%

Yes 91.7%

DepEd-issued textbooks	66.7%
Learner's Materials	38.6%
Books from the reading corner	21.5%
Leveled Readers	21.1%
Read Aloud/Big Books	2.2%
Other	3.1%
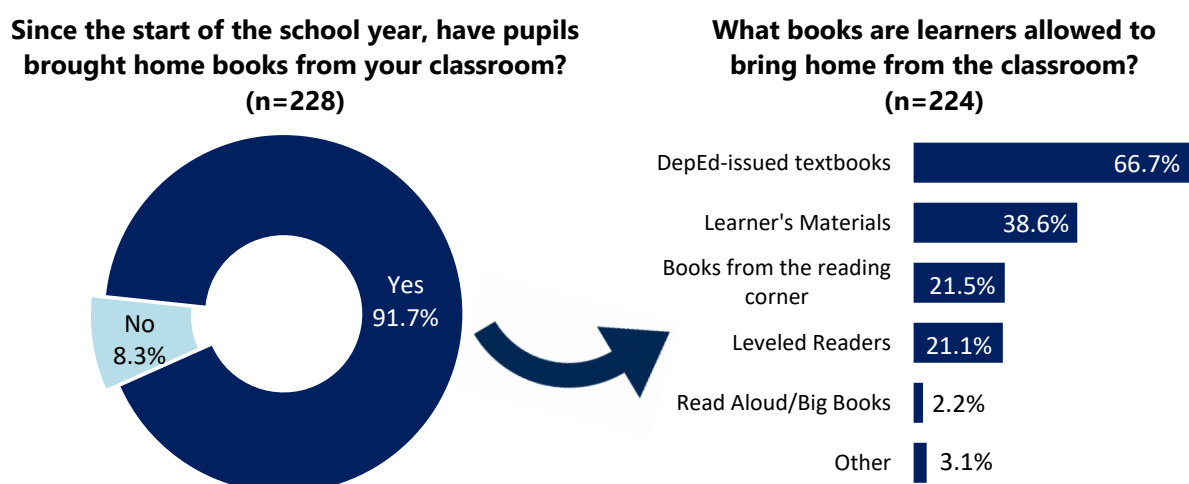
PARENTAL AND COMMUNITY INVOLVEMENT

Nearly all (99%) study schools reported having parent teacher associations (PTAs) that met at various intervals during the year.

In terms of satisfaction of PTA involvement, principals were largely satisfied with the level of support the PTA provided the school; 96.1% of principals reported that they were "very satisfied" or "satisfied" with the support the PTA provided their school. In the case of parental involvement, principals also reported being satisfied with parent involvement (PTA or non-PTA) in their children's schoolwork; however, principals were slightly less satisfied with parent involvement compared to PTA involvement. Results show that six out of ten principals said they were "very satisfied" with PTA involvement compared to only four out of ten principals who said they were "very satisfied" with parental involvement in their child's schoolwork.

FIGURE 18. PRINCIPALS' SATISFACTION WITH PTA AND PARENTAL INVOLVEMENT (N=104)

Not Satisfied	Satisfied	Very Satisfied

How satisfied are you with the level of support the PTA provides to the school?

How satisfied are you with the parents' (PTA or non-PTA) involvement in their children's school work?
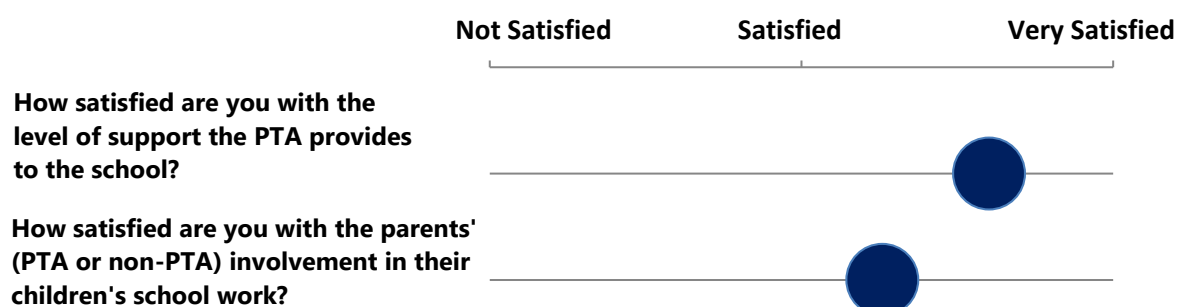
Similarly, teachers largely reported that they were satisfied with parental involvement in their children's education with the majority of teachers in both Grades 2 and 3 reporting that they were either "satisfied" (40.4%) or "very satisfied" (14.9%). Only 4.4% of teachers were "not satisfied at all" with the level of parental involvement.

3. CHANGES IN GRADE 2 FILIPINO EGRA RESULTS OVER THE LIFE OF BASA INTERVENTION (SY 13/14 TO SY 17/18)

To assess changes in reading performance of Grade 2 learners over the course of the Basa intervention (2013-2018), EGRA in Filipino was administered to a random sample of Grade 2 learners before the Basa intervention in SY 2013/14 and then again after four years of Basa intervention in SY 2017/18. The English assessment was not administered to Cohort 1 (SY 2013/14) students; as a result, comparisons could not be made between Cohorts 1 and 5 to explore changes in English reading skills before the Basa intervention and after four years of intervention.

This section provides a summary of changes in Grade 2 Filipino EGRA results from before the Basa intervention began (SY 2013/14) to SY 2017/18. Detailed Grade 2 Filipino and English results for all cohorts can be found in Annex 3.

AFTER FOUR YEARS OF BASA INTERVENTION, DO GRADE 2 LEARNERS DEMONSTRATE IMPROVED FILIPINO EGRA RESULTS?

OVERALL GRADE 2 FILIPINO EGRA RESULTS (SY 2013/14 TO SY 2017/18)

Filipino EGRA results from Cohort 1 (SY 2013/14) and Cohort 5 (SY 2017/18) showed that after four years of Basa intervention, Grade 2 students are performing significantly ($p<.01$) better than students prior to the Basa intervention in six out of eight EGRA subtests, with the exception of Familiar Word Reading, Nonsense Word Reading and Listening Comprehension.

Learners in Cohort 1 performed significantly better than Cohort 4 in only one subtest – Listening Comprehension.[11]

Of particular interest, analysis showed significant improvement in learner performance in key EGRA measures – Oral Reading Fluency and timed Reading Comprehension[12]. Cohort 5 (SY 2017/18) results showed that Grade 2 students, after four years of Basa intervention, performed significantly better ($p<.001$) than students prior to Basa (SY 2013/14). Learners in Cohort 5 (SY 2017/18) performed substantially better in the Dictation subtest as well, in which learners scored 18.6 percentage points higher than learners in Cohort 1 (SY 2013/14). The table below provides the average subtest results for Cohorts 1 and 5 of Grade 2 learners.

TABLE 9. AVERAGE GRADE 2 FILIPINO EGRA RESULTS FOR COHORT 1 (SY 2013/14) TO COHORT 5 (SY 2017/18)

Filipino EGRA Results[13]	Cohort 1 (SY 2013/14)	Cohort 5 (SY 2017/18)	Change (Cohort 1 to Cohort 5)	Effect size (Cohort 1 to Cohort 5)
Initial Sound Identification (pct correct)	57.6%	62.8%	5.2% (±3.7%)	0.16
Letter Sounds (pct correct)	19.1%	25.0%	5.9% (±1.6%)	0.33
Letter Correct (per min)	19.2	25.0	5.8 (±1.6)	0.32
Familiar Words(pct correct)	68.4%	67.8%	-0.5% (±3.3%)	-0.02
Familiar Words Correct (per min)	37.5	37.7	0.2 (±2.2)	0.01
Nonsense Words (pct correct)	46.2%	48.5%	2.3% (±2.6%)	0.09
Nonsense Words Correct (per min)	23.2	24.8	1.5 (±1.4)	0.11
Oral Passage Reading (pct correct)	56.1%	60.3%	4.2% (±3.2%)	0.15
Words Correct in a Text (per min)	37.0	41.8	4.7 (±2.2)	0.21
Prosody score	2.1	2.5	0.4 (±0.1)	0.62
Reading Comprehension: timed (pct correct)	28.1%	42.0%	13.9% (±2.9%)	0.47

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[11] Comparisons across cohort for Listening Comprehension should be cautioned given that learners in Cohort 4 were asked to answer five comprehension questions compared to only three for Cohort 1, which could account for differences in learner scores on this subtest between the cohorts.

[12] In Cohort 1, Reading Comprehension subtest was administered timed. However, in subsequent years, the Reading Comprehension subtest was administered in two rounds: the first (timed) round and the second (untimed) round. Students were allowed to read the passage (untimed) and answer the comprehension questions again.

[13] While there are eight EGRA subtests on the Grade 2 Filipino EGRA (Initial Sound Identification; Letter Sounds; Familiar Words; Nonsense Words; Oral Passage Reading; Reading Comprehension; Listening Comprehension; and Dictation) there are multiple measures associated with some subtests. For example, Letter Sounds can be reported via two measures: percent of letter sounds identified correctly, and number of letter sounds identified correctly in a minute. Similarly, the oral passage reading subtest several measures are reported: percent of words read correctly, number of words read correctly per minute, and prosody.

Reading Comprehension: untimed (pct correct)	-	50.0%	–	–
Listening Comprehension (pct correct)	49.1%	33.6%	-15.5% (±3.7%)	-0.62
Dictation Composite (pct correct)	45.6%	64.2%	18.6% (±2.7%)	0.83

Figure 19 shows average EGRA subtest scores for Grade 2 students before the Basa intervention (SY 2013/14) compared to scores after four years of the Basa intervention (SY 2017/18). As seen in the figure, Grade 2 learners showed the largest improvements in Letter Sounds, timed Reading Comprehension and Filipino dictation, in which students in Cohort 5 (SY 17/18) scored, on average, between 6.0 to 18.6 percentage points higher than Grade 2 learners in Cohort 1 (SY 13/14) on these subtests.

FIGURE 19. AVERAGE PERCENT CORRECT FOR GRADE 2 FILIPINO EGRA SUBTESTS (COHORT 1 SY 2013/14 TO COHORT 5 SY 2017/18)
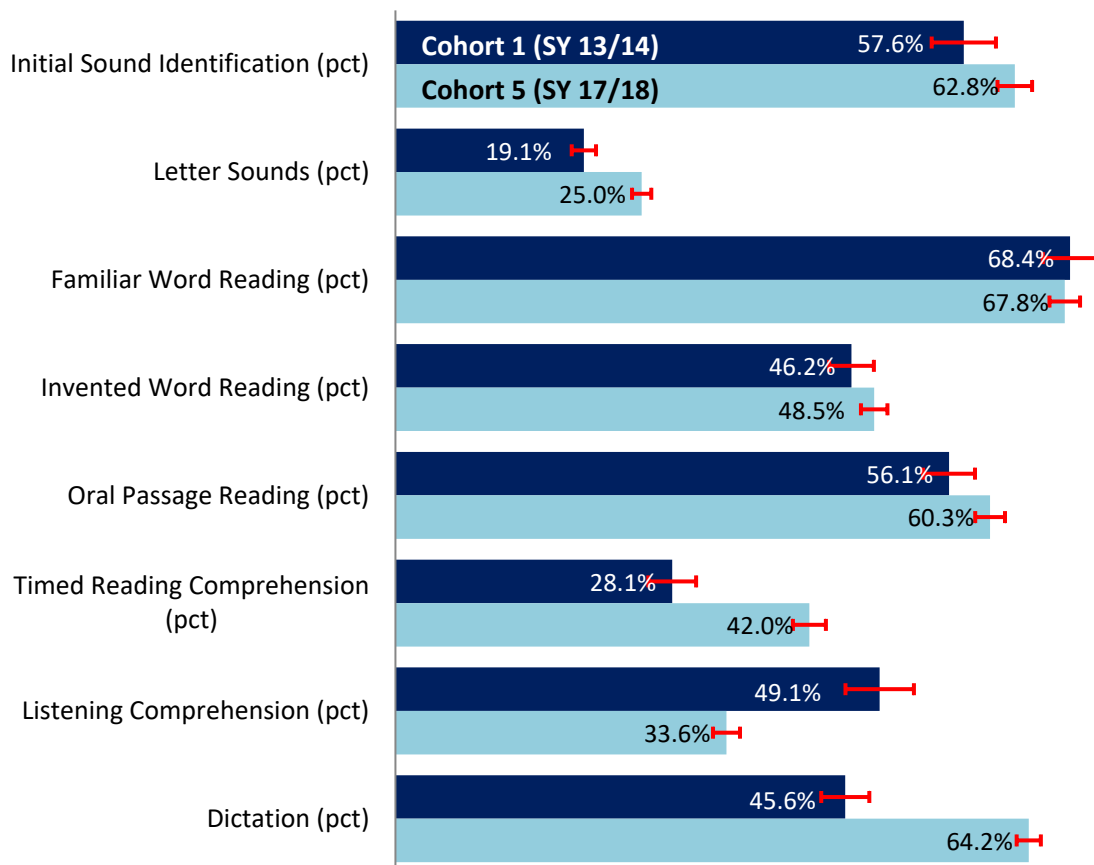
Effect size[14] was calculated between Filipino EGRA scores before the Basa intervention (SY 2013/14) and after four years of Basa intervention (SY 2017/18). Effect size calculations showed small to medium effect size differences from SY 2013/14 to SY 2017/18 in two out of eight measures: Letter Sounds and Timed Reading Comprehension. The dictation subtest showed a large effect size difference of *d*=0.83.

Detailed results of Grade 2 Filipino EGRA and effect size calculations by cohort can be found in the Annex 3.

ZERO SCORES

The analysis of Grade 2 Filipino assessment results found statistically significant ($p<.05$) reductions in zero scores after four years of Basa intervention in two out of eight Filipino EGRA subtests—Timed Reading Comprehension and Dictation. For the Initial Sounds Identification, Letter Sounds, Familiar Words, Invented Words, Oral Passage Reading, and Listening Comprehension subtasks, zero scores were largely unchanged. This lack of change is not surprising, given that the zero scores at baseline were already low. Figure 20 shows the percent of tested Grade 2 students scoring zero on Filipino EGRA subtests.

FIGURE 20. PERCENT OF TESTED GRADE 2 STUDENTS SCORING ZERO ON FILIPINO EGRA SUBTESTS

*Zero scores on Grade 2 Filipino EGRA subtests **decreased in 2 out of 8 subtasks**, with the largest reduction in zero scores in timed reading comprehension. The Initial Sound Identification, Letter Sounds, Familiar Words, Invented Words, Listening Comprehension, and Oral Passage Reading subtask zero scores, which were already low at baseline, were largely unchanged.*

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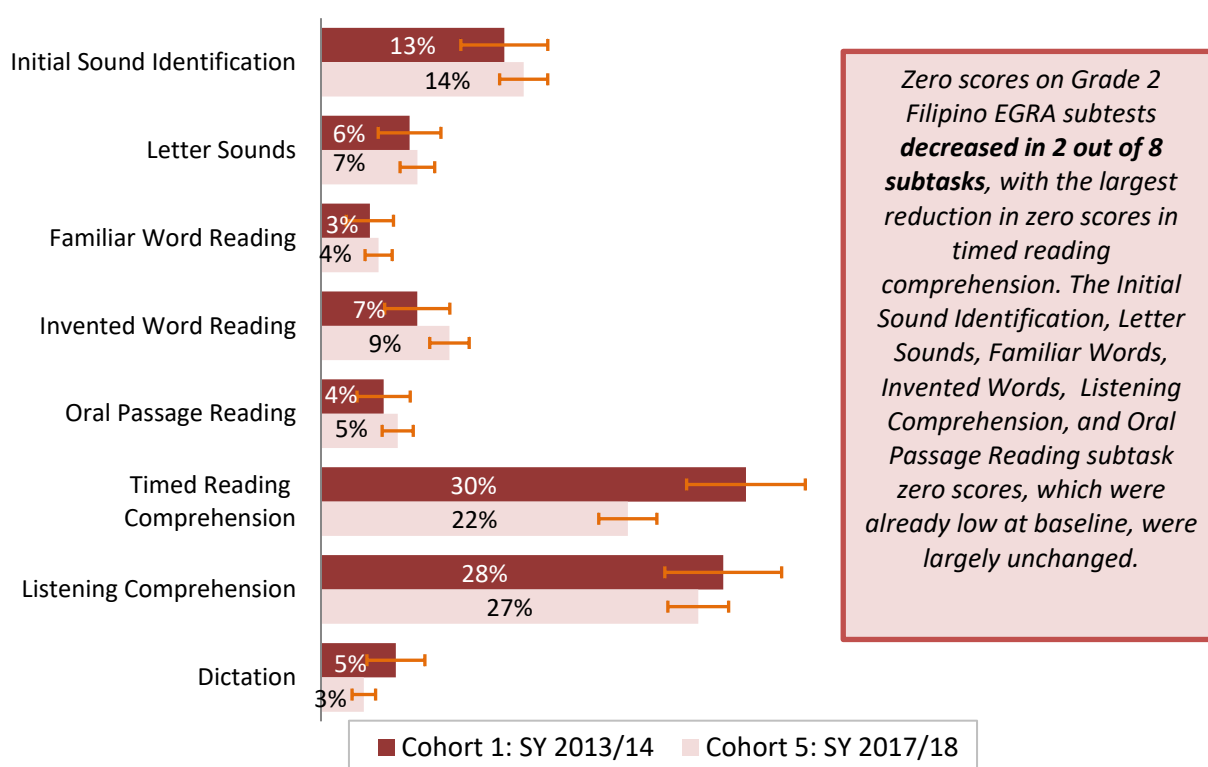
[14] Effect size is a statistical measure that is used to estimate the magnitude of difference between two measures. Effect size was computed by dividing the differences between the means of the two groups by the pooled standard deviation. Effect sizes are interpreted as follows, according to Cohen (1998): "small, d = .2," "medium, d = .5," and "large, d = .8". (reference: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.)

The details of the statistical analyses are found in the Annex 3, which shows the proportion of students with zero scores on each subtest for each study cohort.

RESULTS BY SEX

Data analysis found that girls, on average, demonstrate far better EGRA results than boys on the Filipino EGRA. The figure below shows the average percent correct across the Filipino EGRA subtests by sex. As seen in the figure, before the Basa intervention in SY 2013/14, girls outperformed boys by roughly eight percentage points; in SY 2017/18, after four years of Basa intervention, girls continue to outperform boys by more than ten percentage points on the Grade 2 Filipino EGRA.

FIGURE 21. AVERAGE PERCENT CORRECT ON FILIPINO AND ENGLISH GRADE 2 EGRA SUBTESTS, BY SEX

Before Basa (SY 13/14) → After 4 years of Basa (SY 17/18)

AVG. EGRA (PCT): 46% → 50%

BOYS: 42% → 43%

GIRLS: 50% → 55%
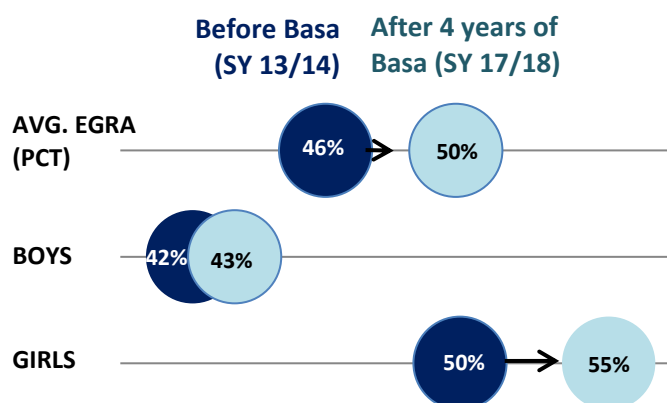
Detailed analysis of EGRA subtest results for Cohorts 1 (SY 13/14) and Cohort 5 (SY 17/18) by sex showed a similar trend. In Cohort 5, girls, on average, outperformed boys by about five to sixteen percentage points (see Annex 3 for sex-disaggregated Filipino EGRA results). Overall, the largest differences between boys and girls were seen in Filipino Oral Passage Reading, Familiar Word Reading, and Nonsense Word Reading in which small to medium effect size differences ($d > 0.48$) between boys and girls were seen.

Given that girls continued to outperform boys in SY 2017/18, an important facet to explore is whether the difference in girls' and boys' Filipino EGRA performance is getting smaller over time or in fact widening. Analysis of Filipino EGRA subtest results show that the gender gap in Filipino has increased from SY 2013/14 to SY 2017/18 in all subtests, with the exception of Oral Passage Reading, Timed Reading Comprehension, and Dictation, where the gender gap remained unchanged.

Legend: ■ Cohort 1 (SY 2013/14) ■ Cohort 5 (SY 2017/18)

Increasing gender gap

Initial Sound Identification (pct): 4%, 9%
Letter Sounds (pct): 4%, 6%
Nonsense Words (pct): 11%, 14%
Listening Comprehension (pct): 2%, 6%
Familiar Words (pct): 14%, 15%

*The **gender gap has increased slightly from SY 13/14 to SY 17/18** in five of the eight Grade 2 Filipino Subtests**.** The gender gap in oral passage reading, timed reading comprehension, and dictation remained unchanged.*
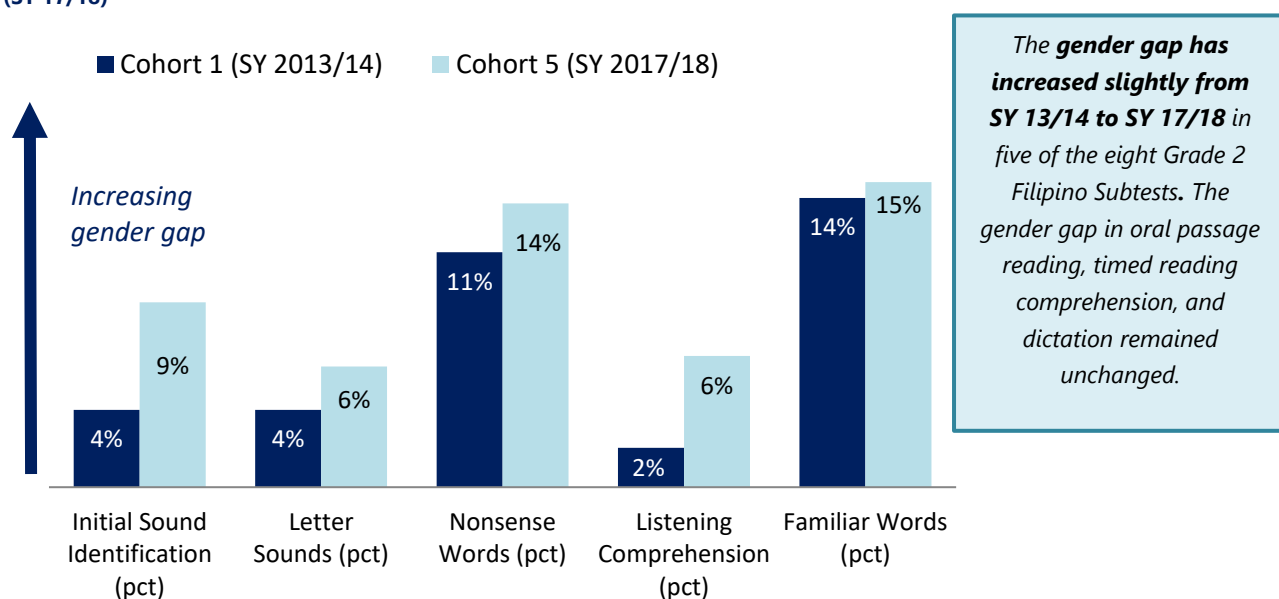
Effect size calculations largely corroborate these findings, in that the effect size difference between boys and girls on Filipino EGRA subtests has increased slightly from Cohort 1 to Cohort 5 in all subtests except Familiar Words, Oral Passage Reading, and timed Reading Comprehension. The largest increases from Cohort 1 to Cohort 5 in the gender gap between boys and girls, as measured by effect size difference, were in Listening Comprehension and Initial Sound Identification.

BENCHMARKS

Basa has worked with DepEd to set Filipino fluency and comprehension benchmarks for Grade 2— 40 words correct per minute and 60% reading comprehension (untimed). The results of the assessments show that, after four years of Basa, roughly 53% (±2.4%) of Grade 2 students are meeting the Filipino oral reading fluency benchmark and 44% (±3.1%) are meeting the reading comprehension benchmark (untimed) (Figure 23).

On average, Cohort 5 (SY 2017/18) Grade 2 students read 42 words correct per minute, compared to 37 words correct per minute for Cohort 1 (SY 2013/14) students. The proportion of learners meeting the 40 wcpm benchmark has increased from 45% in Cohort 1 to 53% in Cohort 5. In addition, 25% of second graders in Cohort 5 have already reached the higher oral reading fluency rate of 60 wcpm, as compared to 16% of students in Cohort 1 before the Basa intervention began.

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[15] The gender gap is calculated by subtracting average percent correct for boys on Grade 2 EGRA subtests from average girls' scores to calculate the average difference, gender gap, between boys and girls.

FIGURE 23. PERCENT OF GRADE 2 STUDENTS MEETING FILIPINO FLUENCY AND COMPREHENSION BENCHMARKS (TIMED AND UNTIMED)
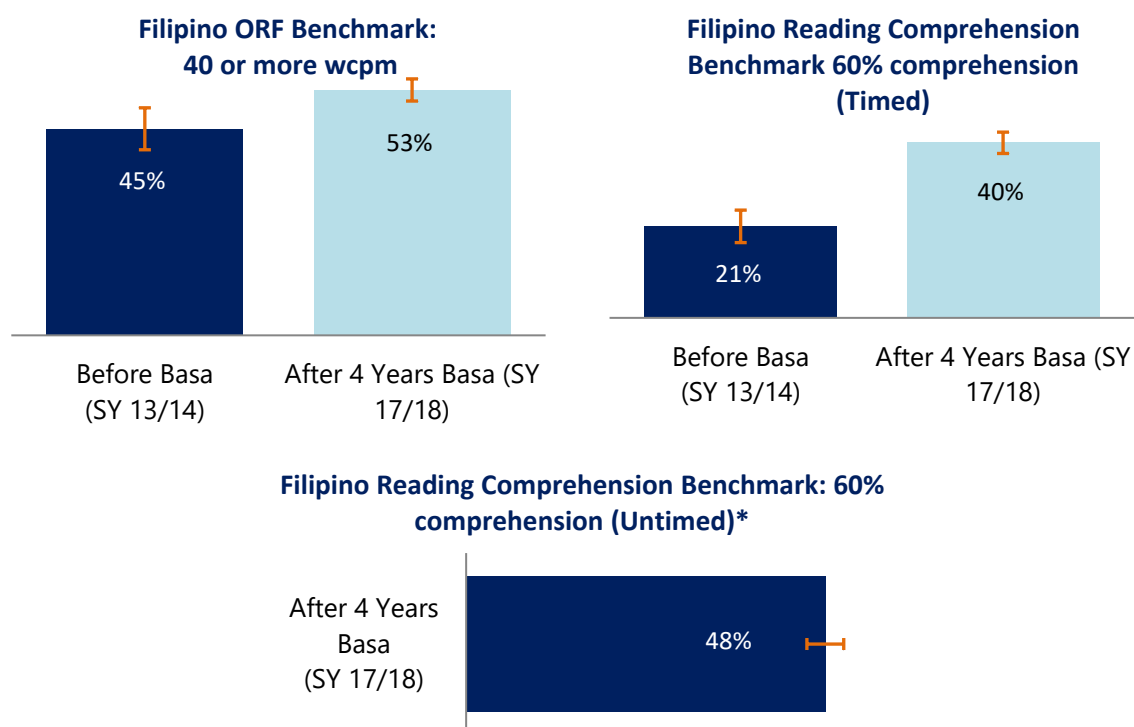
Filipino ORF Benchmark: 40 or more wcpm

Before Basa (SY 13/14): 45%
After 4 Years Basa (SY 17/18): 53%

Filipino Reading Comprehension Benchmark 60% comprehension (Timed)

Before Basa (SY 13/14): 21%
After 4 Years Basa (SY 17/18): 40%

Filipino Reading Comprehension Benchmark: 60% comprehension (Untimed)*

After 4 Years Basa (SY 17/18): 48%

*For Cohort 1 (SY 13/14), the untimed reading comprehension subtest was not administered. As a result untimed reading comprehension cannot be compared from Cohort 1 to Cohort 4.

Additional analysis showed that for Cohort 5, by the end of Grade 2, 36.6% (±2.4%) of learners met both the Filipino fluency benchmark (40 or more wcpm) and the untimed reading comprehension benchmark of 60% reading comprehension (Table 10). Combined fluency and untimed reading benchmark results could not be compared from SY 13/14 and SY 17/18 given that in SY 13/14, the untimed reading comprehension subtest was not administered. Detailed benchmark results for all five cohorts can be found in Annex 3.

TABLE 10. FILIPINO PERCENT OF GRADE 2 STUDENTS MEETING 40+WCPM AND ANSWERING 60% READING COMPREHENSION (COHORT 1 AND COHORT 5)

	Cohort 1 (SY 13/14)	Cohort 5 (SY17/18)
% of students reading 40+ wcpm AND answering 60% comprehension (timed)	19.9%	31.6%
% of students reading 40+ wcpm AND answering 60% comprehension (untimed)	--	36.6%

4. CHANGES IN GRADE 2 & GRADE 3 EGRA RESULTS FROM SY 2016/17 TO SY 2017/18

As part of Basa's outcome evaluation, EGRAs in Filipino and English are conducted annually to assess changes, each school year, in reading performance over the life of the Basa project. To assess changes in Filipino and English reading performance of Grade 2 and Grade 3 learners from the previous school year (SY 2016/17) to the most recent school year (SY 2017/18), EGRAs in Filipino and English were administered at the end of the school year in 2017 and 2018, respectively, with a random sample of Grade 2 and Grade 3 learners. This section provides a summary of Grades 2 and 3 Filipino and English EGRA findings as well as detailed sub-test analysis for Cohort 4 (SY 2016/17) and Cohort 5 (SY 2017/18). Detailed results can be found in Annex 3.

SUMMARY OF GRADE 2 FILIPINO AND ENGLISH EGRA FINDINGS

OVERALL GRADE 2 FILIPINO EGRA RESULTS (SY 2016/17) TO (SY 2017/18)

Analysis of Grade 2 Filipino EGRA data from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18) show that results have remained largely unchanged from the previous year. There were significant increases ($p<.05$) from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18) in Familiar Words, Nonsense Words, Oral Passage Reading, and Reading Comprehension (timed and untimed); however, these changes were small ($d<.2$). A significant decrease from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18) was seen in Filipino Initial Sound Identification, however this change was small ($d<.2$). Significant differences were not seen on the other tests. The table below provides the average Filipino EGRA subtest results for Cohorts 4 and 5 of Grade 2 learners.

TABLE 11. FILIPINO GRADE 2 EGRA RESULTS, COHORT 4 (SY 2016/17) TO COHORT 5 (SY 2017/18)

Filipino EGRA Results	Cohort 4 (SY 2016/17)	Cohort 5 (SY 2017/18)	Change (Cohort 4 to Cohort 5)	Effect size (Cohort 4, Cohort 5)
Initial Sound Identification (pct correct)	68.7%	62.8%	-5.9%	-0.17
Letter Sounds (pct correct)	23.9%	25.0%	1.0	0.06
Letter Correct (per min)	24.0	25.0	1.0%	0.05
Familiar Words(pct correct)	64.5%	67.8%	3.3%	0.10
Familiar Words Correct (per min)	35.2	37.7	2.6	0.12
Nonsense Words (pct correct)	45.9%	48.5%	2.6%	0.09
Nonsense Words Correct (per min)	23.2	24.8	1.6	0.11
Oral Passage Reading (pct correct)	57.4%	60.3%	2.9%	0.09
Words Correct in a Text (per min)	39.0	41.8	2.7	0.11
Prosody score	2.5	2.5	0.0	-0.02
Reading Comprehension: timed (pct correct)	39.1%	42.0%	2.9%	0.09
Reading Comprehension: untimed (pct correct)	46.9%	50.0%	3.1%	0.10
Listening Comprehension (pct correct)	33.1%	33.6%	0.5%	0.02
Dictation Composite (pct correct)	63.3%	64.2%	0.9%	0.03

Figure 24 below shows the average EGRA subtest scores for Grade 2 students for Cohort 4 (SY 2016/17) compared to scores for Cohort 5 (SY 2017/18). As seen in the figure below, average Filipino EGRA results for Grade 2 learners in Cohort 4 have remained largely unchanged from the previous year. Detailed results of Grade 2 Filipino EGRA by Cohort can be found in Annex 3.

Initial Sound Identification (pct)
- Cohort 4 (SY 16/17): 68.7%
- Cohort 5 (SY 17/18): 62.8%

Letter Sounds (pct)
- 23.9%
- 25.0%

Familiar Word Reading (pct)
- 64.5%
- 67.8%

Invented Word Reading (pct)
- 45.9%
- 48.5%

Oral Passage Reading (pct)
- 57.4%
- 60.3%

Reading Comprehension (pct)
- 39.1%
- 42.0%

Listening Comprehension (pct)
- 33.1%
- 33.6%

Dictation (pct)
- 63.3%
- 64.2%
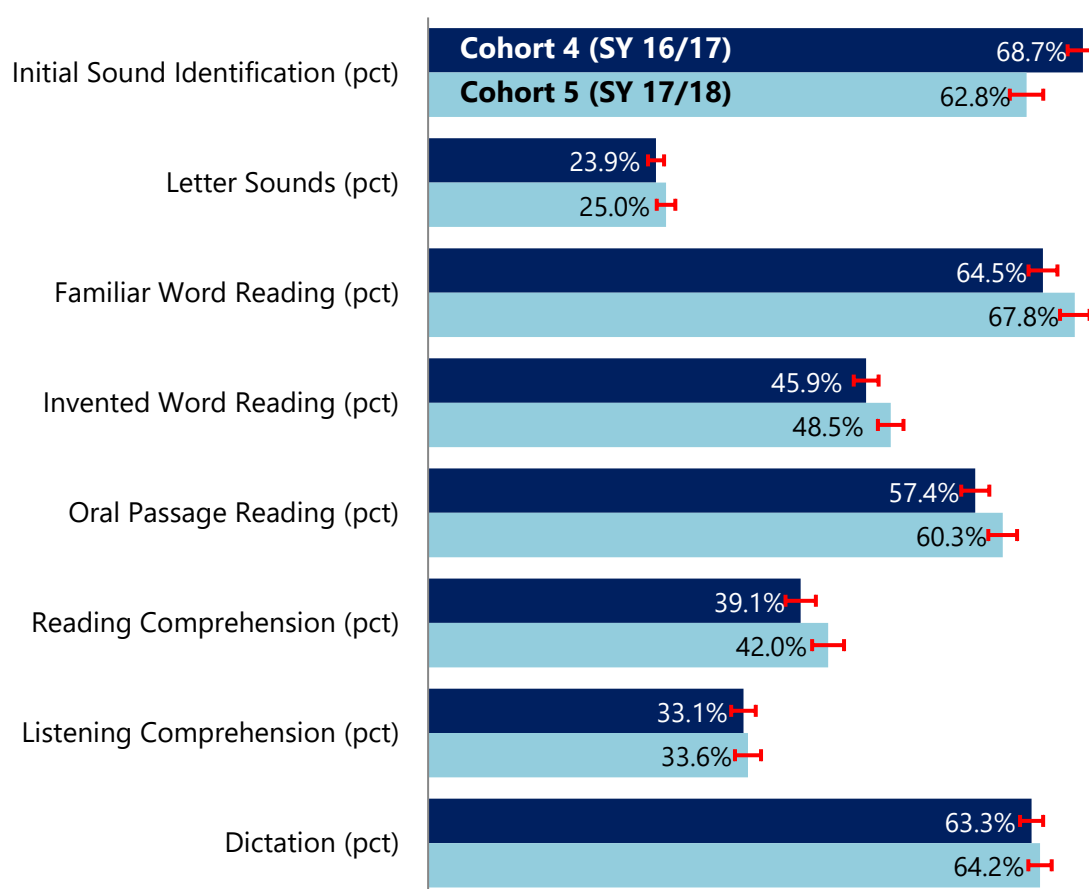
Grade 2 Filipino Oral Reading Fluency and Reading Comprehension

Overall, Cohort 5 (SY 2017/18) Grade 2 Filipino oral reading fluency scores increased significantly ($p<.01$) from Cohort 4 (SY 2016/17), with Grade 2 learners in Cohort 5 reading 41.8 words correct per minute, on average, compared to 39.4 words correct per minute in Cohort 4. However, results showed that this was a small increase ($d=0.11$).

Analysis of reading comprehension results showed that learners in Cohort 4 were able to correctly answer more timed reading comprehension questions than learners in Cohort 5; this was statistically significant at the $p<.05$ level. However, results showed that the difference was small ($d=.09$). In fact, in Cohort 3, learners answered 42.0% of reading comprehension (timed) questions correctly, on average, compared to 39.1% in Cohort 4.

OVERALL GRADE 2 ENGLISH EGRA RESULTS (SY 2016/17 TO SY 2017/18)

Comparisons of Grade 2 English results for Cohort 5 (SY 2017/18) and Cohort 4 (SY 2016/17) showed that results are largely similar across cohorts. Analysis showed that Cohort 5 (SY 2017/18) learners performed significantly better ($p<.01$) than Cohort 4 (SY 2016/17) learners in English Familiar Words, Oral Reading Fluency, Reading Comprehension (timed and untimed), and Dictation. In fact, results showed that in Cohort 5 (SY 2017/18), Grade 2 learners were able to read 5.5 more words correct per minute, on average, than learners in Cohort 4 (SY 2016/17). A significant ($p<.01$) decrease from Cohort 4 (SY 16/17) to Cohort 5 (SY 17/18) was seen in Initial Sound Identification however, this change was small ($d<.2$). The table below shows the results of the English EGRA.

TABLE 12. AVERAGE GRADE 2 ENGLISH EGRA RESULTS FOR COHORT 4 (SY 16/17) TO COHORT 5 (SY 17/18)

English EGRA Results	Cohort 4 (SY 2016/17)	Cohort 5 (SY 2017/18)	Change Cohort 4 to Cohort 5	Effect size
Initial Sound Identification (pct correct)	63.5%	60.2%	-3.3% (±2.4%)	-0.09
Letter Sounds (pct correct)	33.2%	34.5%	1.4% (±1.5%)	0.06
Letter Correct (per min)	33.2	34.7	1.5 (±1.5)	0.07
Familiar Words (pct correct)	54.5%	59.9%	5.4% (±2.5%)	0.15
Familiar Words Correct(per min)	33.6	37.7	4.1 (±1.9)	0.15
Nonsense Words (pct correct)	42.3%	44.3%	2% (±2%)	0.07
Nonsense Words Correct (per min)	21.9	23.2	1.3 (±1.1)	0.08
Oral Passage Reading (pct correct)	63.7%	69.4%	5.6% (±2.3%)	0.17
Words Correct in a Text (per min)	49.9	55.4	5.5 (±2.3)	0.16
Prosody score	2.6	2.6	0 (±0.1)	-0.02
Reading Comprehension: timed (pct correct)	16.5%	19.8%	3.3% (±1.8%)	0.13
Reading Comprehension: untimed (pct correct)	24.6%	28.1%	3.5% (±2%)	0.12
Listening Comprehension (pct correct)	17.4%	18.6%	1.2% (±1.8%)	0.05
Dictation Composite (pct correct)	34.5%	37.0%	2.5% (±1.4%)	0.12

As seen in the Table 12 above, effect size difference calculations between SY 2016/17 and SY 2017/18 are relatively small ($d=0.17$ or smaller) for all subtests. These small effect sizes suggest that the differences in English EGRA scores between Cohort 4 and Cohort 5 are relatively small and have largely remained consistent over the past two academic years.

Figure 25 below shows visually, the Grade 2 English EGRA results for Cohort 4 (SY 2016/17) and Cohort 5 (SY 2017/18) students.
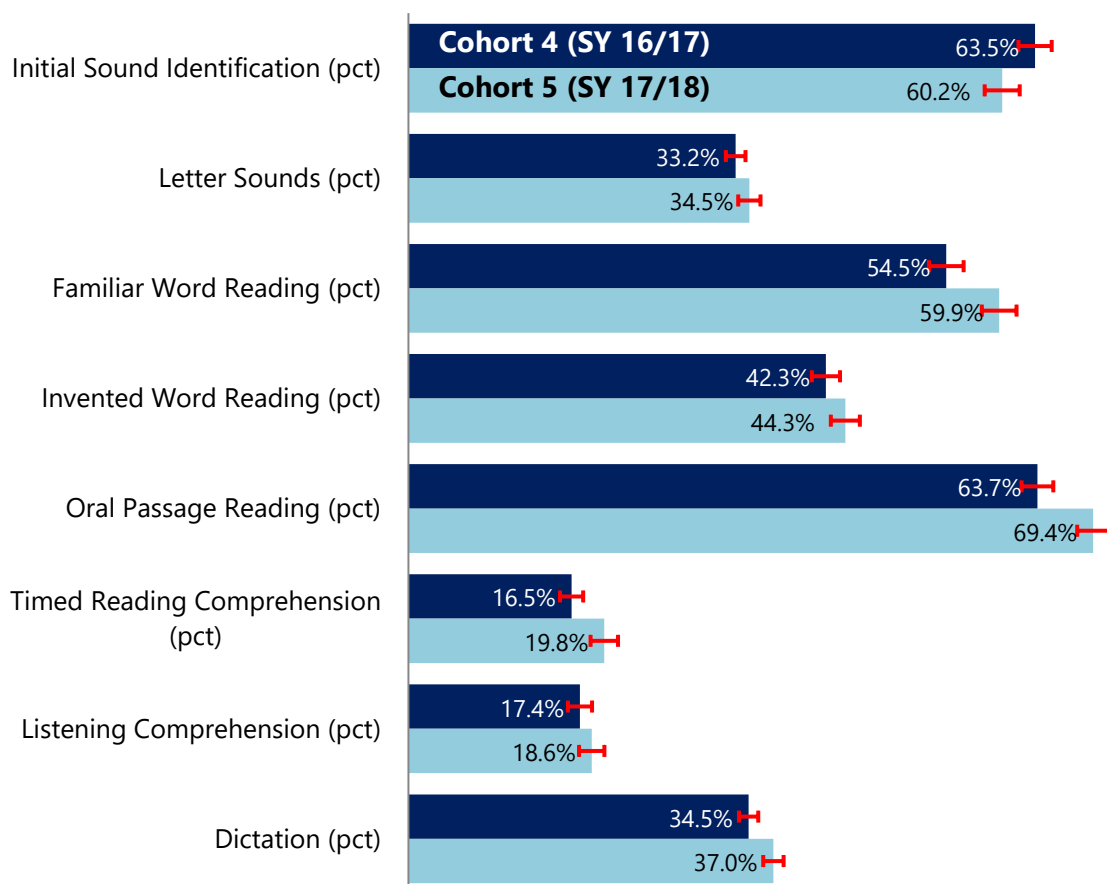
Detailed English EGRA subtest scores across cohorts can be found in Annex 3. Additionally, English EGRA subtest results for Cohort 5 are discussed in more detail in section 4 – *Filipino and English EGRA Results- Comparison of Grade 2 and Grade 3*.

Grade 2 English Oral Reading Fluency and Reading Comprehension

Analysis of Grade 2 English Oral Reading fluency results, the ability to read quickly and accurately with proper expression, showed a significant ($p<.001$) improvement in English Oral Reading Fluency from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18). Cohort 5 (SY 2017/18) students, on average, read with the speed of 55.4 words correct per minute, compared to 49.9 words correct per minute for students in Cohort 4 (SY 2016/17), which is an average improvement of 5.5 words correct per minute. Analysis showed that 46% of students in Cohort 5 were reading at least 60 wcpm, compared to 40% for students in Cohort 4 the previous year.

Timed reading comprehension results of Grade 2 learners increased significantly ($p<.001$) from Cohort 4 to Cohort 5, with learners in Cohort 5 able to answer, on average, 19.8% of English timed reading comprehension questions correctly, compared to Cohort 4 at 16.5%. Similarly, untimed reading comprehension results of Grade 2 learners indicate significant increases ($p<.01$) from Cohort 4 to Cohort 5, with learners in Cohort 5 able to answer, on average, 28.1% of English timed reading comprehension questions correctly, compared to Cohort 4 at 24.6%. (However, both the timed and untimed reading comprehension score increases are relatively small ($d<0.2$) signifying that there is relatively little change between the two years.

ZERO SCORES

The analysis of Grade 2 Filipino assessment results found that Filipino zero scores from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18) remained unchanged in six out of eight EGRA subtests – Familiar Words, Invented Words, Oral Passage Reading, Timed Reading Comprehension, Listening Comprehension, and Dictation. A significant reduction in zero scores was seen from Cohort 4 to Cohort 5 on the Filipino Letter Sounds subtest; however, the reduction was small ($d<.2$). A significant increase in the percent of learners zero scores was noted on the Initial Sound Identification subtest. Figure 26 shows the percent of tested Grade 2 students scoring zero on Filipino EGRA subtests. The details of the statistical analyses are found in the Annex 3, which shows the proportion of students with zero scores on each subtest for each study cohort.

FIGURE 26. PERCENT OF TESTED GRADE 2 STUDENTS SCORING ZERO ON FILIPINO EGRA SUBTESTS

Subtest	Cohort 4 (SY 16/17)	Cohort 5 (SY 2017/18)
Initial Sound Identification	10%	14%
Letter Sounds	10%	7%
Familiar Word Reading	4%	4%
Invented Word Reading	8%	9%
Oral Passage Reading	5%	5%
Timed Reading…	22%	22%
Listening Comprehension	26%	27%
Dictation	4%	3%

*Overall, **zero scores remained largely unchanged** for six out of eight Filipino EGRA subtasks, from SY 16/17 to SY 17/18. Zero scores on Filipino EGRA subtests decreased on the Letter Sounds subtask, however, a significant increase in zero scores was seen in*

Analysis of zero scores on the Grade 2 English EGRA, showed, similar to Grade 2 Filipino results, no significant changes in zero scores on five of the eight EGRA subtests from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18). A significant increase in zero scores from Cohort 4 to Cohort 5 in Initial Sound Identification was found. Additionally, significant decreases in zeros scores from Cohort 4 to Cohort 5 were found in Letter Sounds and Oral Passage Reading. However, as seen in the figure below, differences in the percent of Grade 2 learners with zero scores between Cohort 4 and Cohort 5 were small.

FIGURE 27. PERCENT OF TESTED GRADE 2 STUDENTS SCORING ZERO ON ENGLISH EGRA SUBTESTS

	Cohort 4 (SY 16/17)	Cohort 5 (SY 2017/18)
Initial Sound Identification	16%	19%
Letter Sounds	8%	5%
Familiar Word Reading	14%	12%
Invented Word Reading	12%	13%
Oral Passage Reading	8%	6%
Reading Comprehension	54%	53%
Listening Comprehension	58%	55%
Dictation	4%	4%

> *Overall, **zero scores remained largely unchanged** for five out of eight English EGRA subtasks, from SY 16/17 to SY 17/18. Zero scores on Grade 2 English EGRA subtests decreased only on the Letter Sounds and Oral Passage Reading subtasks from SY 16/17 to SY 17/18. A significant increase in zero scores was seen on Initial Sound Identification subtask.*

Data analysis found that girls, on average, continue to demonstrate far better EGRA results than boys on both the Filipino and English EGRA. The figure below shows the average percent correct across subtests for both Filipino and English, by sex for Cohort 5 (SY 2017/18). As seen in the figure, in SY 2017/18, girls are outperforming boys by eleven percentage points on the Grade 2 Filipino and eleven percentage points on the English EGRA; this is consistent with findings from Cohort 4 (SY 2016/17).

Detailed analysis of EGRA subtest results for Cohort 5 (2017/18) by sex showed a similar trend. Girls, on average, outperform boys by about six to seventeen percentage points (see Annex 3 for sex-disaggregated Filipino and English EGRA results). In Filipino and English, the largest gender gaps were seen in Familiar Words, Nonsense Words, Oral Passage Reading and dictation (Cohen's *d* ranged 0.2-0.5). The difference in reading performance between boys and girls is statistically significant at the *p*<.01 level for all Filipino and English subtests in SY 2017/18.

FIGURE 28. AVERAGE PERCENT CORRECT ON FILIPINO AND ENGLISH GRADE 2 EGRA SUBTESTS FOR COHORT 5 (SY 2017/18), BY SEX

FILIPINO EGRA

AVG. EGRA (PCT) — 50%

BOYS — 45%

GIRLS — 56%

ENGLISH EGRA

AVG. EGRA (PCT) — 43%

BOYS — 37%

GIRLS — 48%
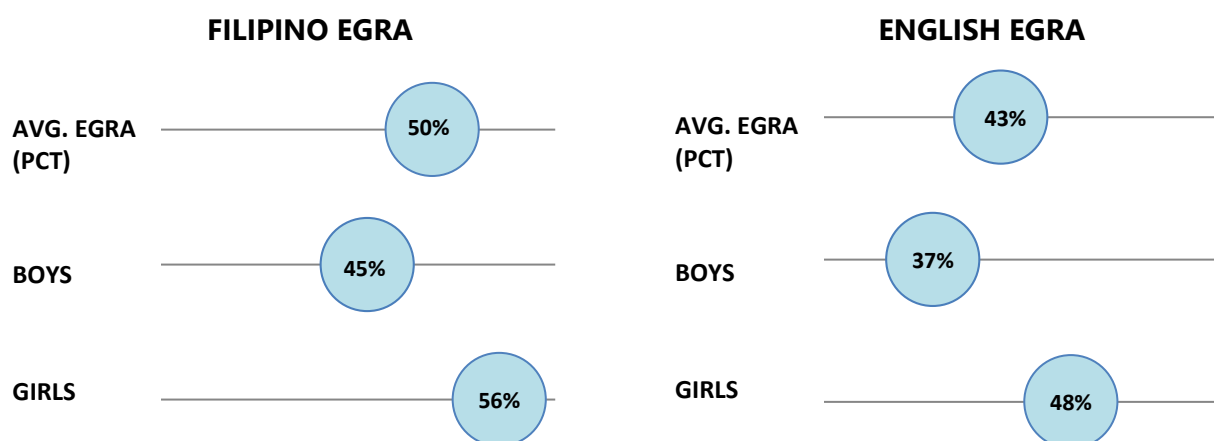
SUMMARY OF GRADE 3 FILIPINO AND ENGLISH EGRA FINDINGS

During SY 2016/17, the EGRA study included an assessment of Grade 3 student performance in Filipino and English. Subsequently, in SY 2017/18, the EGRA was administered again in Filipino and English with Grade 3 learners in sample schools. The following section highlights the findings from this assessment.

OVERALL GRADE 3 FILIPINO EGRA RESULTS (SY 2016/17 TO SY 2017/18)

Grade 3 Filipino EGRA results showed that learners in Cohort 5 (SY 2017/18) performed similarly to learners in Cohort 4 (SY 2016/17) in three out of the five Filipino EGRA subtasks. Cohort 5 (SY 2017/18) scores were significantly lower than Cohort 4 (SY 2016/17) scores in Prosody, Reading Comprehension (timed) and Listening Comprehension ($p < .05$). However, the changes were small ($d < .2$) for these subtests with the exception of Prosody, which showed a small to medium effect size difference ($d = -0.39$). Student scores in Familiar Word Reading, Filipino Oral Passage Reading, and Dictation remained largely unchanged. The table below provides the average Grade 3 Filipino EGRA subtest results for Cohorts 4 and 5.

TABLE 13. FILIPINO GRADE 3 EGRA RESULTS, COHORT 3 (SY 2015/16) TO COHORT 4 (SY 2016/17)

Filipino EGRA Results	Cohort 4 (SY 2016/17)	Cohort 5 (SY 2017/18)	Change (Cohort 4 to Cohort 5)	Effect size (Cohort 4, Cohort 5)
Familiar Words(pct correct)	81.4% (±1.3%)	79.6% (±1.4%)	-1.8% (±1.9%)	-0.07
Familiar Words Correct (per min)	48.5 (±1.0%)	47.9 (±1.1%)	-0.6% (±1.5%)	-0.03
Oral Passage Reading (pct correct)	82.4% (±1.3%)	81.4% (±1.3%)	-1 (±1.9)	-0.04
Words Correct in a Text (per min)	60.0 (±1.4)	59.3 (±1.4)	-0.7 (±2)	-0.02
Prosody score	3.3 (±0.0)	2.9% (±0)	-0.3 (±0.1)	-0.39
Reading Comprehension: timed (pct correct)	72.3% (±1.3%)	70.1% (±1.4%)	-2.3% (±1.9%)	-0.08
Reading Comprehension: untimed (pct correct)	80.6% (±1.1%)	78.9% (±1.1%)	-1.6 (±1.6)	-0.07
Listening Comprehension (pct correct)	50.2% (±1.4%)	46.6% (±1.4%)	-3.7% (±2%)	-0.12
Dictation Composite (pct correct)	72.5% (±1.1%)	71.2% (±1.1%)	-1.3 (±1.5)	-0.06

Figure 29 below shows graphically the average EGRA subtest scores for Grade 3 students for Cohort 4 (SY 2016/17) compared to scores for Cohort 5 (SY 2017/18). Detailed results of Grade 3 Filipino EGRA by cohort can be found in Annex 3.
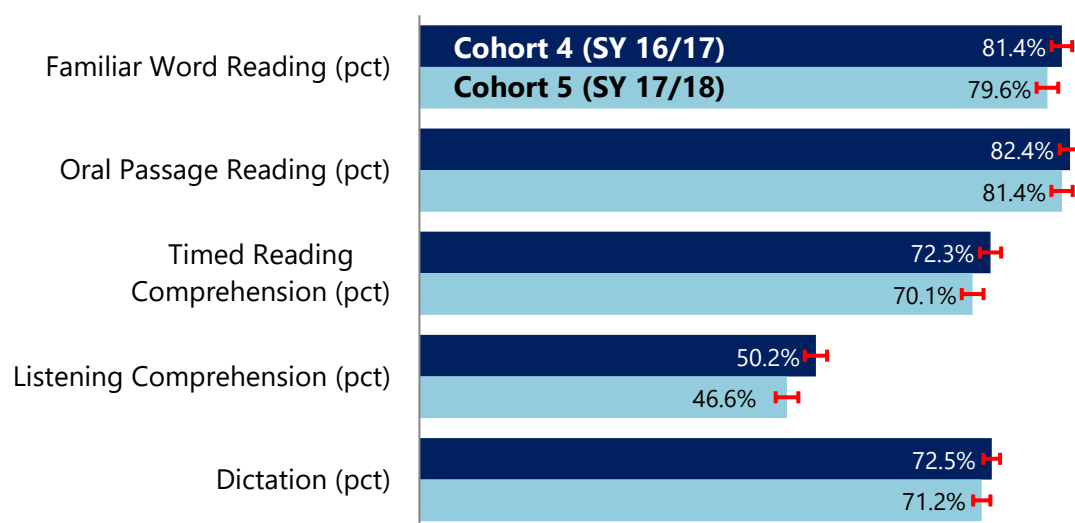
Grade 3 Filipino Oral Reading Fluency and Reading Comprehension

Overall, Grade 3 Filipino Oral Reading Fluency remained unchanged from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18). Grade 3 learners in Cohort 4 were able to read 60.0 words correctly per minute, on average, compared to 59.3 (±1.4) words correct per minute in Cohort 5. Additional analysis showed that about the same percentage of Grade 3 learners in Cohort 5 could read 40 words correct per minute as learners in Cohort 4, with 51% and 52% of learners meeting this benchmark, respectively.

FIGURE 30. GRADE 3 FILIPINO ORAL READING FLUENCY RESULTS FOR COHORT 4 (SY 16/17) AND COHORT 5 (SY 17/18)
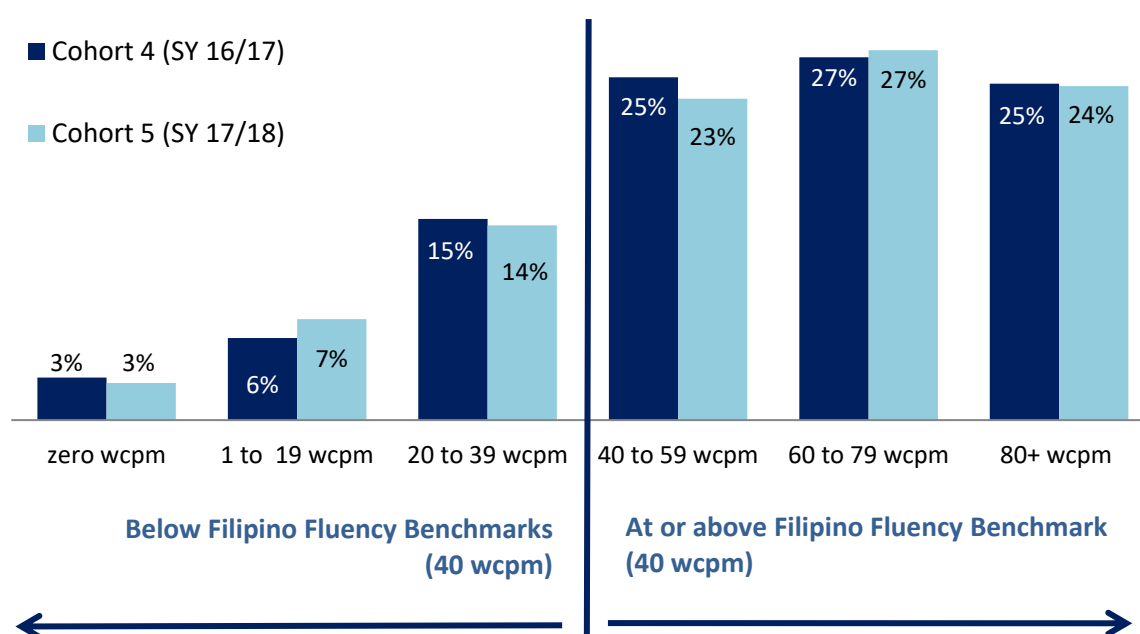
Analysis of reading comprehension results similarly showed that Grade 3 learners in Cohort 5 (SY 2017/18) were able to answer slightly fewer reading comprehension (timed and untimed) questions correctly on average than learners in Cohort 4 (SY 2016/17); this was statistically significant at the p<.05 level. In Cohort 5, Grade 3 students answered 70.1% of timed reading comprehension questions correctly compared to 72.3% in Cohort 4. Similar results were found for the untimed reading comprehension, in which

FIGURE 31. PERCENT OF GRADE 3 LEARNERS MEETING 60% READING COMPREHENSION BENCHMARK (TIMED), BY COHORT

Filipino Benchmark: 60% comprehension (timed)

Grade 3 students in Cohort 5 answered 78.9% of untimed reading questions correctly compared to 80.6% in Cohort 4. Results showed that in Cohort 5 a statistically similar percentage of Grade 3 learners were meeting the 60% comprehension (timed) benchmark, in which 78% of Grade 3 learners in Cohort 5 could answer three of five comprehension (timed) questions correctly compared to 80% in Cohort 3.

OVERALL GRADE 3 ENGLISH EGRA RESULTS (SY 2016/17 TO SY 2017/18)

Comparisons of Grade 3 English results for Cohort 4 (SY 2016/17) remained largely unchanged from the previous year (Cohort 3 – SY 2015/16), with the exception of English prosody scores which decreased from the previous year (p<.001). Effect size calculations showed that overall, there were very small effect size differences from Cohort 4 to Cohort 5, indicating that Grade 3 English scores are largely unchanged from SY 2016/17 to SY 2017/18. A small to medium effect size difference was seen in English prosody (d=-0.35) from Cohort 4 to Cohort 5. The table below shows the results of the English EGRA.

TABLE 14. AVERAGE GRADE 3 ENGLISH EGRA RESULTS FOR COHORT 4 (SY 16/17) AND COHORT 5 (SY 17/18)

English EGRA Results	Cohort 4 (SY 2016/17)	Cohort 5 (SY 17/18)	Change Cohort 4 to Cohort 5	Effect size
Familiar Words (pct correct)	75.1% (±1.6%)	73.4% (±1.6%)	-1.7% (±2.2%)	-0.05
Familiar Words Correct(per min)	52.4 (±1.4)	51.1 (±1.5%)	-1.3% (±2%)	-0.04
Oral Passage Reading (pct correct)	74.7% (±1.4%)	72.9% (±1.5%)	-1.8 (±2.1)	-0.06
Words Correct in a Text (per min)	61.3 (±1.6)	59.9 (±1.6)	-1.4 (±2.3%)	-0.04
Prosody score	3.1 (±0.0)	2.8% (±0%)	-0.3 (±0.1)	-0.35
Reading Comprehension: timed (pct correct)	34.9% (±1.8%)	36.6% (±1.8%)	1.7% (±2.6%)	0.05
Reading Comprehension: untimed (pct correct)	46.5% (±1.8%)	46.5% (±1.8%)	0.0 (±2.6)	0.00
Listening Comprehension (pct correct)	24.9% (±1.4%)	24.6% (±1.4%)	-0.2% (±2%)	-0.01
Dictation Composite (pct correct)	47.7% (±1.1%)	48.4% (±1.2%)	0.7(±1.7)	0.03

Figure 32 below shows visually, the Grade 3 English EGRA results for Cohort 4 (SY 2016/17) and Cohort 5 (SY 2017/18) students.
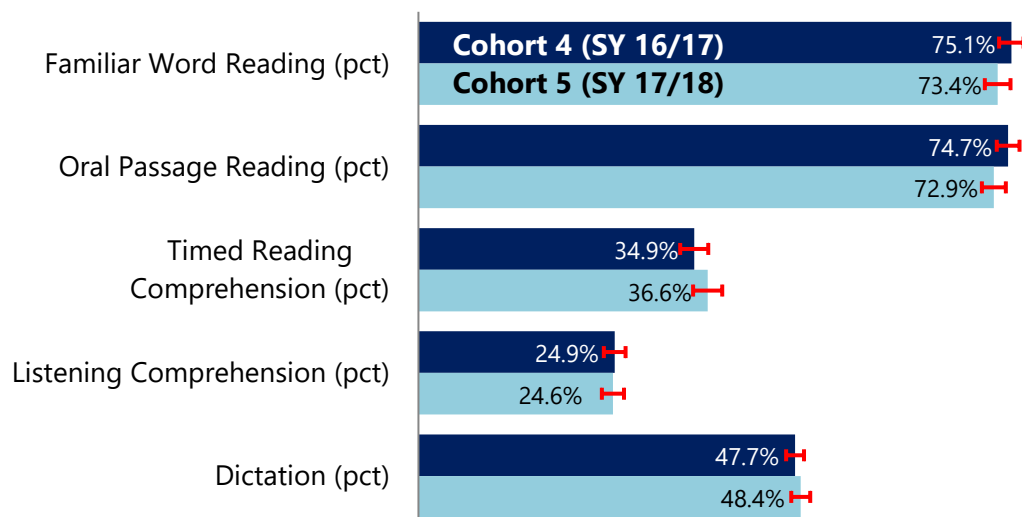
Detailed English EGRA subtest results can be found in the Annex 3. Additionally, English EGRA subtest results for cohort 4 can be found discussed in more detail in section 4, *Filipino & English EGRA Findings – Comparison of Grade 2 and Grade 3.*

Grade 3 English Oral Reading Fluency and Reading Comprehension

Grade 3 English Oral Reading fluency results remained largely unchanged from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18). In Cohort 4, learners were able to read 61.3 (±1.6) words correct per minute, on average, while in Cohort 5, learners were able to read 59.9 (±1.6) words correct per minute on average.

Similarly, English reading comprehension (timed) results of Grade 3 learners remained largely unchanged from Cohort 4 to Cohort 5, in which learners were able to answer, on average, only 34.9% (±1.8%) and 36.6% (±1.8%) of English reading comprehension questions (timed) correctly, respectively.

ZERO SCORES

Overall, results showed very few zero scores for Grade 3 learners on the Filipino EGRA. The analysis of Grade 3 Filipino assessment results found that Filipino zero scores from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18) remained unchanged in all EGRA subtests. Figure 33 shows the percent of tested Grade 3 students scoring zero on Filipino EGRA subtests. The details of the statistical analyses are found in the Annex 3, which shows the proportion of students with zero scores on each subtest for each study cohort.

FIGURE 33. PERCENT OF TESTED GRADE 3 STUDENTS SCORING ZERO ON FILIPINO EGRA SUBTESTS

Familiar Word Reading: 3% / 2%
Oral Passage Reading: 3% / 3%
Timed Reading Comprehension: 4% / 5%
Listening Comprehension: 13% / 15%
Dictation: 2% / 2%

Zero scores on Grade 3 Filipino EGRA subtests remained unchanged from SY 16/17 to 17/18.

■ Cohort 4 (SY 16/17) ■ Cohort 5 (SY 17/18)
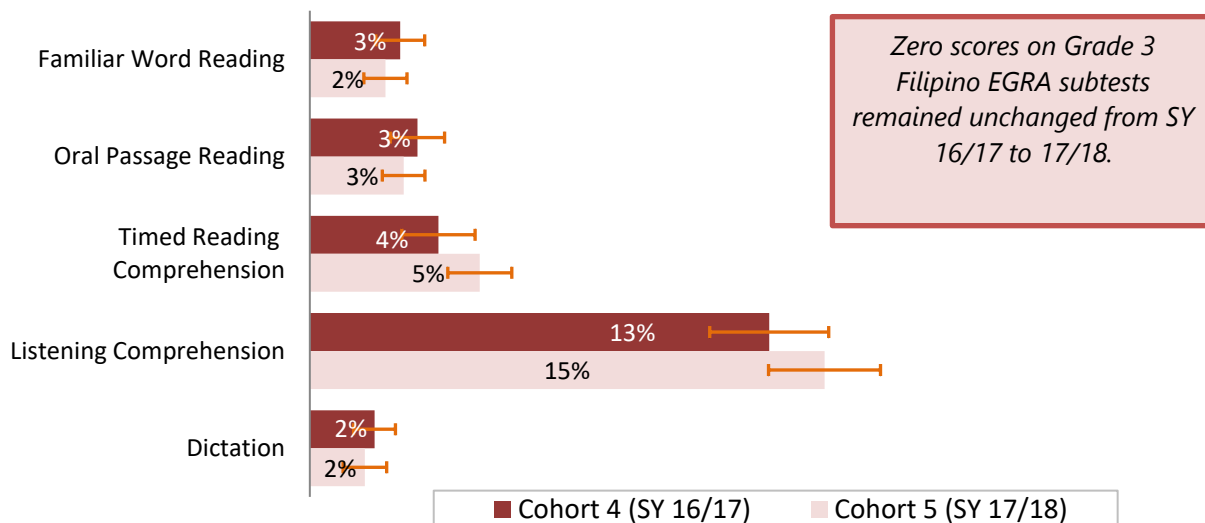
Overall, very few Grade 3 learners were unable to read a single familiar word or a word in the oral passage reading in English. However, as seen in the figure below, a substantial number of learners were unable to answer a single reading (timed) or listening comprehension question correctly at the end of Grade 3. Analysis of zero scores on the Grade 3 English EGRA from Cohort 4 (SY 2016/17) to Cohort 5 (SY 2017/18), showed that zero scores in all Grade 3 English EGRA subtests remained largely unchanged. The figure below shows the percent of Grade 3 learners with zero scores on English EGRA subtest.

FIGURE 34. PERCENT OF TESTED GRADE 3 STUDENTS SCORING ZERO ON ENGLISH EGRA SUBTESTS

Familiar Word Reading: 6% / 6%
Oral Passage Reading: 5% / 5%
Timed Reading Comprehension: 39% / 40%
Listening Comprehension: 43% / 44%
Dictation: 2% / 2%

Zero scores in all Grade 3 English EGRA subtests remained unchanged from SY 16/17 to 17/18.

■ Cohort 4 (SY 16/17) ■ Cohort 5 (SY 17/18)
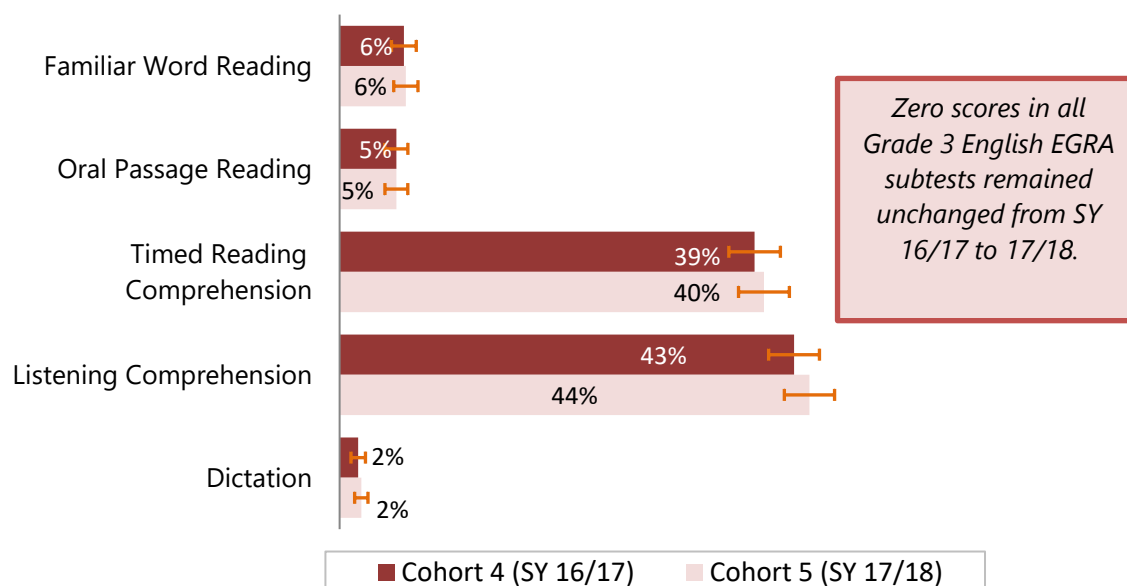
Data analysis found that Grade 3 girls, on average, continue to demonstrate far better results than boys on both the Filipino and English EGRA. The figure below shows the average percent correct across subtests for both Filipino and English, by sex for Cohort 5 (SY 2017/18). As seen in the figure below, in SY 2017/18, girls are outperforming boys, on average, by eleven percentage points on the Grade 3 Filipino EGRA and fourteen percentage points on the English EGRA.

FIGURE 35. AVERAGE PERCENT CORRECT ON FILIPINO AND ENGLISH GRADE 3 EGRA SUBTESTS FOR COHORT 5 (SY 2017/18), BY SEX

FILIPINO EGRA

AVG. EGRA (PCT)	69%
BOYS	64%
GIRLS	75%

ENGLISH EGRA

AVG. EGRA (PCT)	51%
BOYS	44%
GIRLS	58%
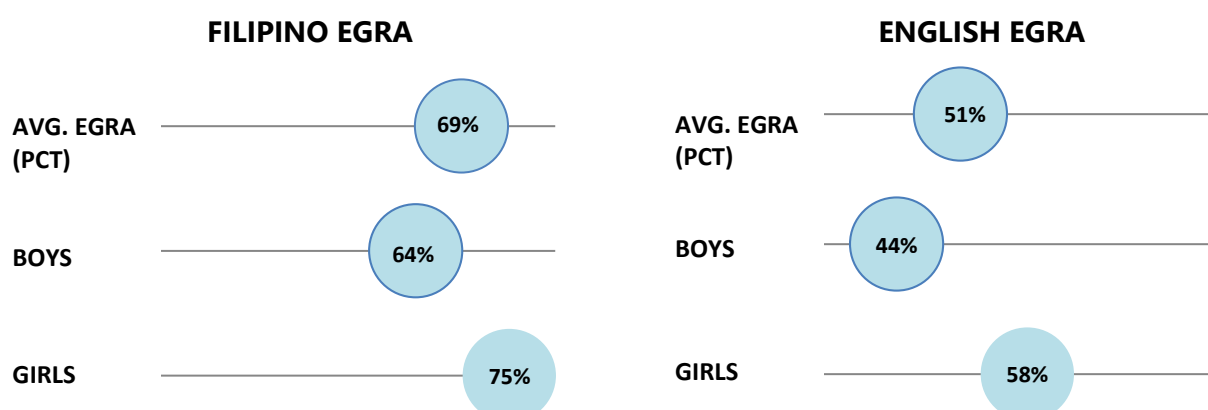
Detailed analysis of EGRA subtest results for Cohort 5 (SY 2017/18) by sex showed a similar trend. Girls, on average, outperform boys by about five to eighteen percentage points (see Annex 3 for sex-disaggregated Filipino and English EGRA results). In Filipino and English, the largest gender gaps were seen in Familiar Words, Oral Passage Reading and Dictation (Cohen's *d* ranged 0.5-0.6). The difference in EGRA results between boys and girls is statistically significant ($p<.01$) for all Filipino and English subtests in SY 17/18.

5. SY 17/18 FILIPINO & ENGLISH EGRA FINDINGS – COMPARISON OF GRADE 2 AND GRADE 3

Grade 3 is an important year for learners in the Philippines. During Grades 1 through 3, Mother Tongue is the main language of instruction in the classroom, with Filipino and English taught as subjects during these grades. By Grade 4, however, Mother Tongue is phased out as both a subject and language of instruction and students are taught all subjects in Filipino, except math and science, which are taught in English. As such, measuring Filipino and English reading outcomes at Grade 3 is crucial to understanding the preparedness of learners to begin instruction in these languages as they proceed to Grade 4.

To measure learners' literacy performance in Filipino and English at Grade 3 and to assess differences in reading proficiency between Grade 2 and Grade 3 learners, EGRA results from the SY 2017/18 data collection were explored. The following section highlights the findings from this assessment.

SUMMARY COMPARISONS OF GRADE 2 AND GRADE 3 EGRA RESULTS (SY 2017/18)

OVERALL GRADE 2 AND GRADE 3 FILIPINO EGRA RESULTS

Overall, analysis of Grade 2 Filipino EGRA data showed that by the end of Grade 2, learners are still "learning to read" in Filipino. Students largely demonstrate initial sound recognition, and some word reading, as seen in the previous sections, however, Grade 2 learners have not yet progressed to reading with fluency and comprehension in Filipino. Grade 2 students tended to perform best on the Initial Sound Identification, reading Familiar 1ords, Dictation, and Oral Passage Reading subtests, however, learners struggled with Letter Sounds, and Reading (timed) and Listening Comprehension on the Filipino EGRA.

In comparison, Filipino EGRA results suggest that on average, by the end of Grade 3, learners demonstrate relatively strong reading skills in Filipino. As seen in the table below, analysis showed that by the end of Grade 3, learners possess relatively strong Filipino word recognition skills. In fact, assessment results showed that learners in Grade 3 performed the best on the Oral Passage Reading and Familiar Word Reading subtests. Similar to Grade 2, the subtest with the lowest scores was Listening Comprehension. Timed and untimed reading comprehension results showed that learners are demonstrating relatively high reading comprehension, suggesting that learners have started to progress in understanding the meaning of what they read. Overall, Grade 3 Filipino results suggest that learners are largely prepared for instruction in Filipino in the subsequent grade, Grade 4, and are on track to transition from "learning to read" in Filipino to "reading to learn."

TABLE 15. AVERAGE GRADE 3 AND GRADE 2 FILIPINO EGRA SUBTEST RESULTS FOR COHORT 5 (SY 17/18)

Filipino EGRA Results[16]	Grade 2	Grade 3
Initial Sound Identification (pct correct)	62.8% (±1.8%)	--
Letter Sounds (pct correct)	25% (±1%)	--
Letter Sounds Correct (per min)	25.0 (±1.0)	--
Familiar Words (pct correct)	67.8% (±1.6%)	79.6% (±1.4%)
Familiar Words Correct (per min)	37.7 (±1.0)	47.9 (±1.1)
Oral Passage Reading (pct correct)	60.3% (±1.5%)	81.4% (±1.3%)
Words Correct in a Text (per min)	41.8 (±1.2)	59.3 (±1.4)
Prosody score	2.5 (±0)	2.9 (±0)
Reading Comprehension: timed (pct correct)	42% (±1.7%)	70.1% (±1.4%)
Reading Comprehension: untimed (pct correct)	50% (±1.6%)	78.9% (±1.1%)
Listening Comprehension (pct correct)	33.6% (±1.4%)	46.6% (±1.4%)
Dictation Composite (pct correct)	64.2% (±1.2%)	71.2% (±1.1%)

Comparisons of Grade 2 and Grade 3 reading performance in Filipino showed that Grade 3 students demonstrate substantially better reading skills in Filipino than their Grade 2 counterparts. For each subtest, Grade 3 learners scored between 7 to 29 percentage points higher than Grade 2 students, on average. These findings suggest that substantial improvements in Filipino reading skills occur between Grade 2 and Grade 3.

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[16] For Grade 2 and Grade 3, different Filipino EGRA tests were designed and developed to measure grade-level reading performance in Filipino. The Grade 3 EGRA was shortened; as such, learners were not tested on phonemic awareness, letter sounds or nonsense words. The EGRA tests for Grade 2 and Grade 3 are different. Only the dictation subtest was the same for both tests. Given the different tests, gains and effect size are not calculated or reported.

The figure below shows the Filipino EGRA scores for Cohort 5 (SY 2017/18) students for both Grade 2 and Grade 3.

FIGURE 36. AVERAGE FILIPINO EGRA SUBTEST RESULTS FOR COHORT 5 (SY 2017/18), BY GRADE

Subtest	Grade 2	Grade 3
Familiar Words (pct correct)	67.8%	79.6%
Oral Passage Reading (pct correct)	60.3%	81.4%
Reading Comprehension: timed (pct correct)	42.0%	70.1%
Listening Comprehension (pct correct)	33.6%	46.6%
Dictation Composite (pct correct)	64.2%	71.2%
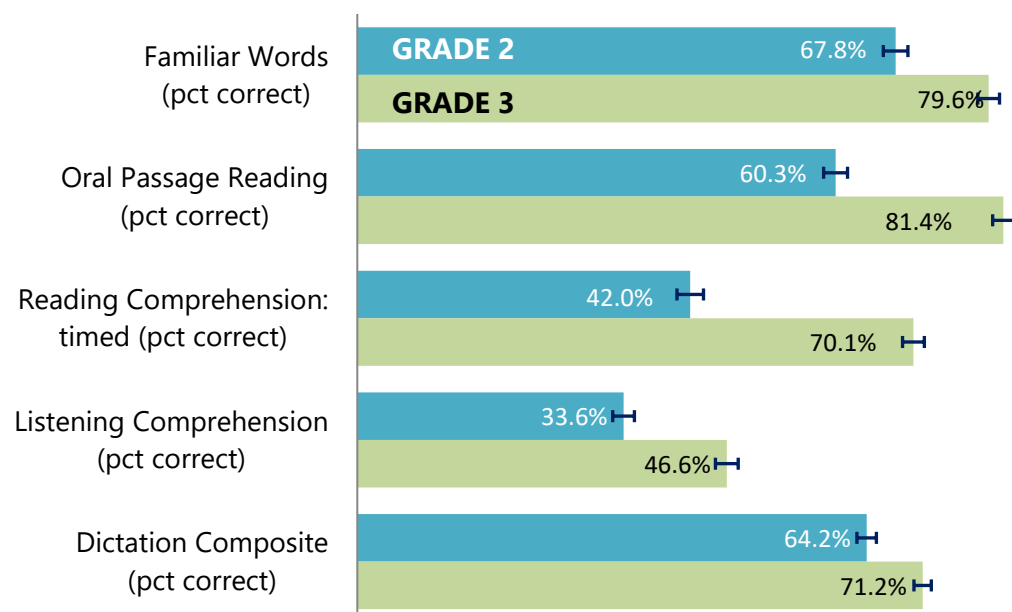
OVERALL GRADE 2 AND GRADE 3 ENGLISH EGRA RESULTS

Analysis of Grade 2 English results showed that students tended to perform best on English Oral Passage Reading, Dictation, and Initial Sound Identification subtests. On average, learners were able to read a little more than half (59.9%) of familiar words correctly and were able to read 69.4% of the English reading passage. The subtests with the lowest scores were timed reading and listening comprehension, in which learners were able to answer only 19.8% of reading comprehension questions correctly. In all, these findings suggest that Grade 2 learners demonstrate beginning decoding and word recognition skills in English, however, have not progressed to understanding the meaning of English words required for reading comprehension.

Grade 3 English EGRA results show that, similar to Filipino, by the end of Grade 3, learners demonstrated relatively strong English word recognition skills in which, assessment results showed that learners performed the strongest on the Familiar Word Reading and Oral Passage Reading subtests. Grade 3 learners continue to struggle particularly with Listening and Timed

Reading Comprehension in English. This suggests that, although learners have developed skills in word recognition in English by the end of Grade 3, the majority of learners have not progressed to linking the words they read or hear to understanding the meaning of these words, which is needed for English comprehension. In all, Grade 3 English results suggest that learners may not be prepared for instruction in English in the subsequent grade, Grade 4, given that learners continue to struggle with English reading and listening comprehension at the end of Grade 3.

TABLE 16. ENGLISH EGRA SUBTEST RESULTS FOR COHORT 4 (SY 2017/18) BY GRADE

English EGRA Results[17]	Grade 2	Grade 3	Difference	Effect Size
Initial Sound Identification (pct correct)	60.2% (±1.8%)	--	--	--
Letter Sounds (pct correct)	34.5% (±1.1%)	--	--	--
Letter Sounds Correct (per min)	34.7 (±1.2)	--	--	--
Familiar Words (pct correct)	59.9% (±1.8%)	73.4% (±1.6%)	13.5% (±2.4%)	0.39
Familiar Words Correct (per min)	37.7 (±1.4)	51.1 (±1.5)	13.4 (±2.0)	0.46
Oral Passage Reading (pct correct)	69.4% (±1.6%)	72.9% (±1.5%)	--	--
Words Correct in a Text (per min)	55.4 (±1.7)	59.9 (±1.6)	--	--
Prosody score	2.6 (±0)	2.8 (±0)	--	--
Reading Comprehension: timed (pct correct)	19.8% (±1.4%)	36.6% (±1.8%)	--	--
Reading Comprehension: untimed (pct correct)	28.1% (±1.5%)	46.5% (±1.8%)	--	--
Listening Comprehension (pct correct)	18.6% (±1.3%)	24.6% (±1.4%)	6.1% (±1.9%)	0.22
Dictation Composite (pct correct)	37% (±1%)	48.4% (±1.2%)	11.4% (±1.6%)	0.49

The figure below shows the English EGRA results for Grade 2 and Grade 3 learners. As seen below, in SY 2017/18, Grade 3 students demonstrate stronger reading skills in English than their Grade 2 counterparts. Across the English subtests, Grade 3 students scored between six to eighteen percentage points higher, on average, on the English EGRA subtests than Grade 2 students, which suggests that learners continue to improve in English reading skills from Grade 2 to Grade 3. In fact, analysis showed that Grade 3 learners performed significantly better than Grade 2 learners on the Familiar Word Reading and Dictation subtests, in which results showed small to medium effect size difference (*d*=0.5).[18]

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[17] The English EGRA for Grade 2 and Grade 3 were the same for three out of five subtests. The Oral Passage Reading and Reading Comprehension subtests were different for each grade and were designed to test learners on grade-level text and comprehension. As such, gains are only shown for subtests that were the same for both Grade 2 and Grade 3. Additionally, Grade 3 learners were not tested in phonemic awareness, letter sounds or nonsense words.

[18] Effect size is a statistical measure that is used to estimate the magnitude of difference between two measures. Effect sizes are interpreted as follows, according to Cohen (1998): "small, d = .2," "medium, d = .5," and "large, d = .8". Effect size was only calculated for English EGRA subtests that were the same on both the Grade 2 and Grade 3 English EGRA tests – Familiar Word Reading, Listening Comprehension and Dictation.

	GRADE 2	GRADE 3
Familiar Words (pct correct)	59.9%	73.4%
Oral Passage Reading (pct correct)	69.4%	72.9%
Reading Comprehension: timed (pct correct)	19.8%	36.6%
Listening Comprehension (pct correct)	18.6%	24.6%
Dictation Composite (pct correct)	37.0%	48.4%
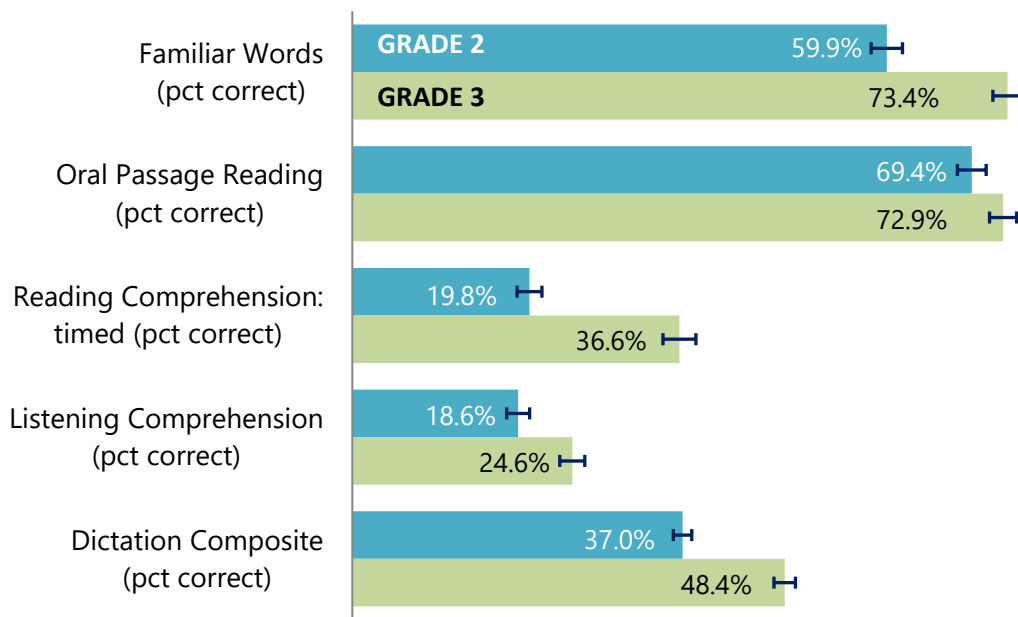
ZERO SCORES

Analysis of zero scores showed that as seen in Grade 2, a larger percentage of Grade 3 students had zero scores on the English EGRA subtests compared to Filipino subtests.

The analysis of Cohort 5 (SY 2017/18) Filipino assessment results found that Grade 3 learners had significantly ($p<.01$) less zero scores than Grade 2 learners on Filipino EGRA subtests. As seen in the figure below, from Grade 2 to Grade 3, large differences in zero scores were seen in Reading Comprehension and Listening Comprehension. For Reading Comprehension, roughly one in five Grade 2 learners were unable to answer a single reading comprehension question correctly; however, for Grade 3, this percentage had decreased substantially to only 5% of Grade 3 learners. Listening Comprehension results were also impressive, as roughly a quarter of Grade 2 learners were unable to answer a single listening comprehension question correctly compared to 15% of Grade 3 learners. Figure 43 shows the percent of tested Grade 2 and Grade 3 students scoring zero on Filipino EGRA subtests.

Results showed that the percent of students with zero scores on Filipino EGRA subtasks is signficantly lower for Grade 3 students than for Grade 2

Familiar Words — Grade 2: 4%, Grade 3: 2%
Oral Passage Reading — Grade 2: 5%, Grade 3: 3%
Reading Comprehension — Grade 2: 22%, Grade 3: 5%
Listening Comprehension — Grade 2: 27%, Grade 3: 15%
Dictation — Grade 2: 3%, Grade 3: 2%
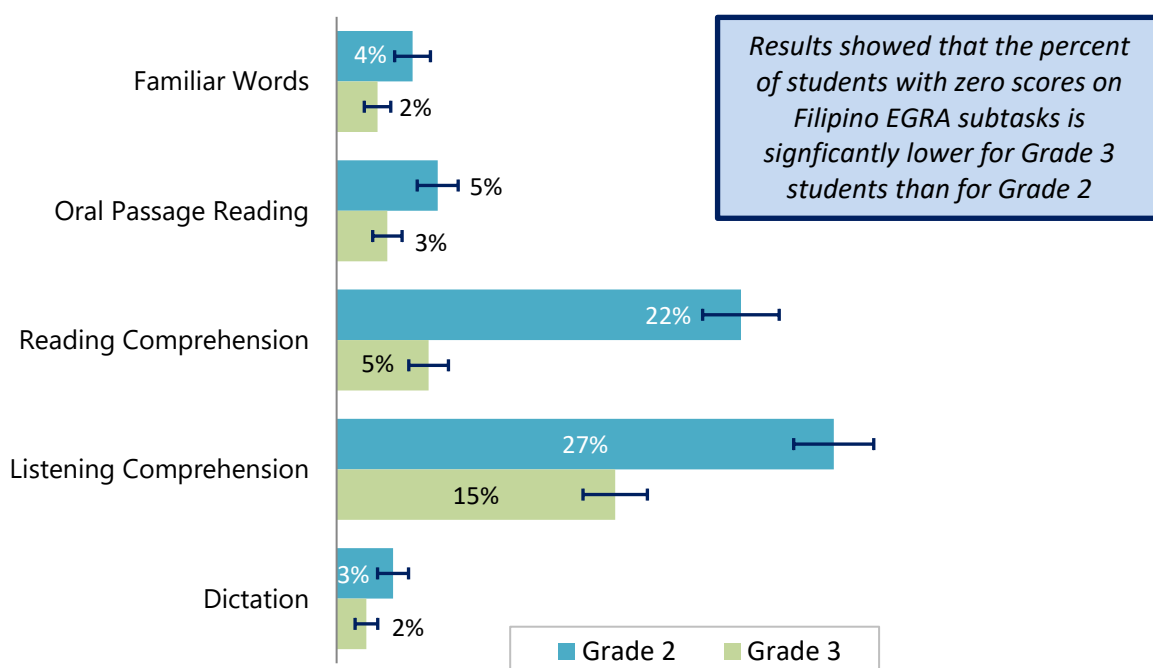
■ Grade 2   ■ Grade 3

Analysis of English EGRA results from Cohort 5 (SY 2017/18) also showed statistically significant (*p*<.01) differences in zero scores between Grade 2 and Grade 3 students in all subtests except for Oral Passage Reading. The figure below shows the zero scores for each English subtest for both Grade 2 and Grade 3 learners. As seen in the figure, large differences in zero scores were seen in reading comprehension and listening comprehension. Zero scores were lower by 12.4 percentage points for Reading Comprehension and 11.1 percentage points for Listening Comprehension.

FIGURE 39. PERCENT OF TESTED COHORT 5 (SY 2017/18) GRADE 2 AND GRADE 3 STUDENTS SCORING ZERO ON ENGLISH EGRA SUBTESTS

> *Results showed that significantly **fewer Grade 3 learners had zero scores** compared to Grade 2 learners on English EGRA subtasks, except for Oral Passage Reading.*

Familiar Words: Grade 2 12%, Grade 3 6%
Oral Passage Reading: Grade 2 6%, Grade 3 5%
Reading Comprehension: Grade 2 53%, Grade 3 40%
Listening Comprehension: Grade 2 55%, Grade 3 44%
Dictation: Grade 2 4%, Grade 3 2%
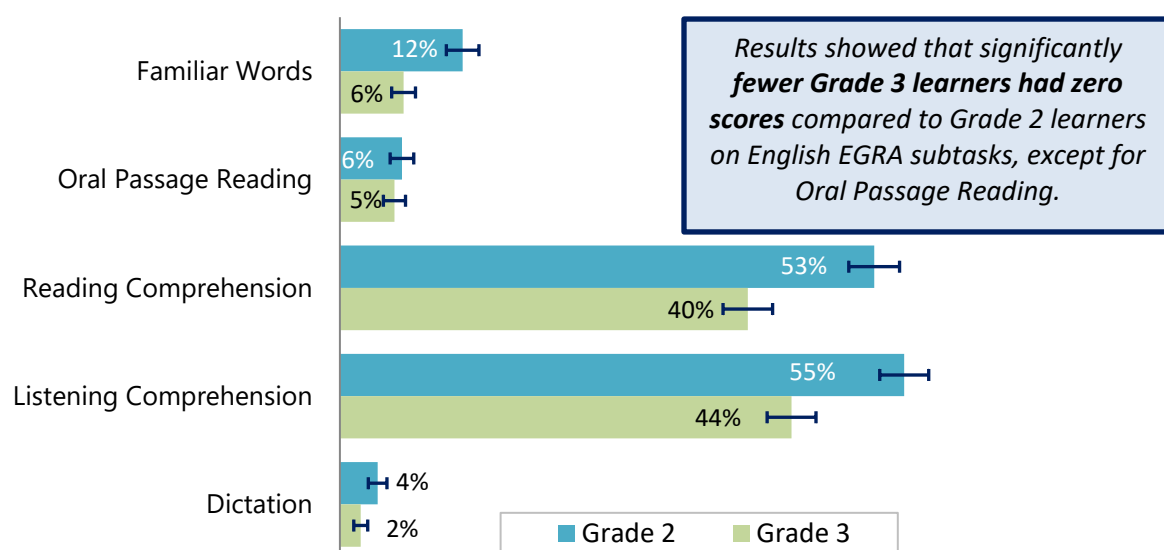
RESULTS BY SEX

Overall, EGRA results show that in both Grade 2 and Grade 3 girls outperform boys in Filipino and English. However, of interest is whether the gender gap shrinks as boys and girls move from Grade 2 to Grade 3. Do boys make progress in "catching up" to girls in reading in Filipino and English? Figure 45 below shows the average EGRA scores for Grade 2 and Grade 3 learners for both the Filipino and English EGRAs. As seen in the figure, average EGRA results suggest that the gender gap in EGRA performance persists from Grade 2 to Grade 3. For Filipino, the gender gap in Grade 3 is largely unchanged from Grade 2. For English, the gender gap in Grade 3 is greater than that of Grade 2 (11 percentage points vs 14 percentage points, respectively).

FIGURE 40. AVERAGE PERCENT CORRECT[19] ON FILIPINO AND ENGLISH EGRA SUBTASKS (SY 2017/18), BY GRADE

Filipino EGRA

	Grade 2	Grade 3
AVG. EGRA (PCT)	53%	69%
BOYS	48%	64%
GIRLS	59%	75%

English EGRA

	Grade 2	Grade 3
AVG. English EGRA (PCT)	41%	51%
BOYS	35%	44%
GIRLS	46%	58%

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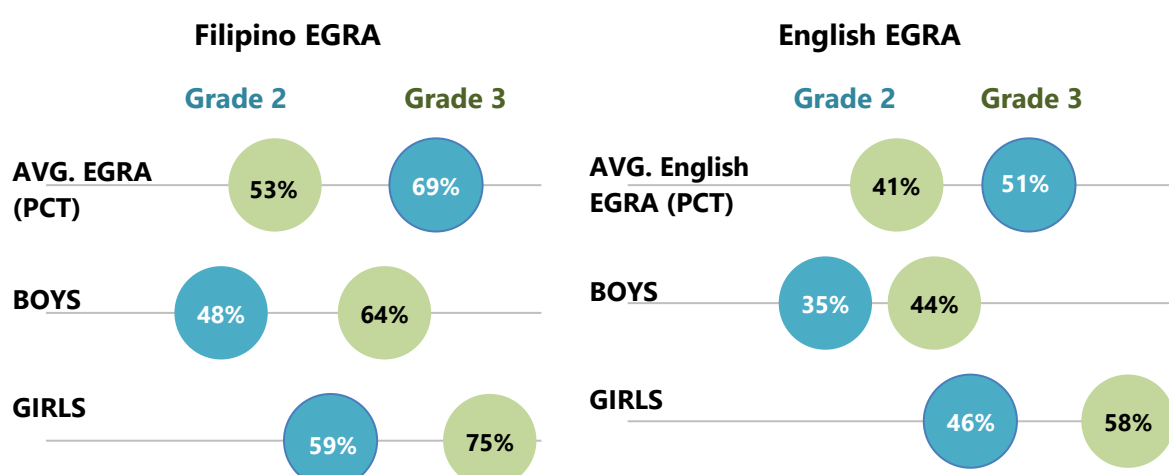
[19] Calculated by averaging five EGRA subtasks that were administered to both Grade 2 and Grade 3 students (Familiar Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, and Dictation)

Further analysis of Filipino and English EGRA results by subtest showed that the average gender gap remained largely unchanged from Grade 2 and Grade 3 in all subtests, with the exception of English Reading Comprehension. Results showed that the gender gap between boys and girls is slightly larger in Grade 3 than in Grade 2 for English reading comprehension. These results suggest that little progress in closing the gender gap from Grade 2 to Grade 3 is achieved; boys continue to fall behind girls in Filipino and English in Grade 3. Detailed analysis of Filipino EGRA results by sex and grade can be found in Annex 3.

BENCHMARKS

Basa has worked with DepEd to finalize Filipino fluency and comprehension benchmarks for Grades 2 and 3 —fluency benchmark of 40 words correct per minute and 60% untimed reading comprehension. The results of the assessments show that, by the end of the School Year 2017/18, 53.1% (±2.4%) of Grade 2 students were reading at the DepEd benchmark of 40 wcpm (Figure 46). However, by Grade 3, roughly three-quarters (75.0% (±2.1%)) of learners are meeting the Filipino fluency benchmark of 40 words correct per minute. On average, at the end of the school year, Grade 2 students read 42 words correct per minute, compared to 59 words correct per minute for Grade 3 students, which demonstrates a substantial improvement in fluency in Filipino from Grade 2 to Grade 3. Very few Grade 2 students (6.6%) were able to read 80 words correct per minute or more; however, by Grade 3, roughly a quarter (24.4%) of Grade 3 learners had Filipino fluency rates of 80 wcpm or more.

FIGURE 41. PERCENT OF COHORT 5 (SY 17/18) LEARNERS MEETING FILIPINO FLUENCY AND READING COMPREHENSION BENCHMARKS, BY GRADE

40 OR MORE WCPM

Grade 2	Grade 3
53%	75%

60% COMPREHENSION (UNTIMED)

Grade 2	Grade 3
48%	89%
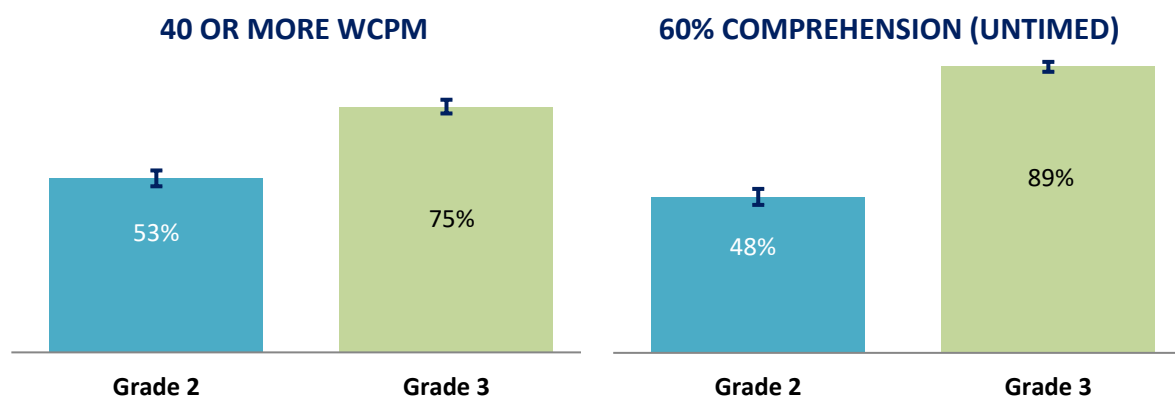
Analysis of Filipino reading comprehension results showed that, similar to fluency, the majority of Grade 2 learners were not able to meet the Filipino reading comprehension (untimed) benchmark of 60%. Only 48% were able to answer 60% of reading comprehension questions during the untimed administration. By Grade 3, as seen in the figure above, the percent of learners meeting the reading comprehension benchmark nearly doubled with 89% of learners meeting the 60% comprehension benchmark during untimed administration.

Additional analysis showed a substantial increase from Grade 2 to Grade 3 in the percent of learners who met both the Filipino fluency benchmark of 40 words correct per minute and the reading comprehension benchmark (untimed) of three or more comprehension questions correctly (untimed). As seen in Figure 42, in Grade 2, over a third (37%) of students met the combined fluency and comprehension benchmark (untimed); however, by Grade 3, roughly three-fourths (74%) of learners were able to do so.

FIGURE 42. PERCENT OF COHORT 5 (SY 17/18) LEARNERS MEETING COMBINED FILIPINO FLUENCY AND READING COMPREHENSION (UNTIMED) BENCHMARKS, BY GRADE
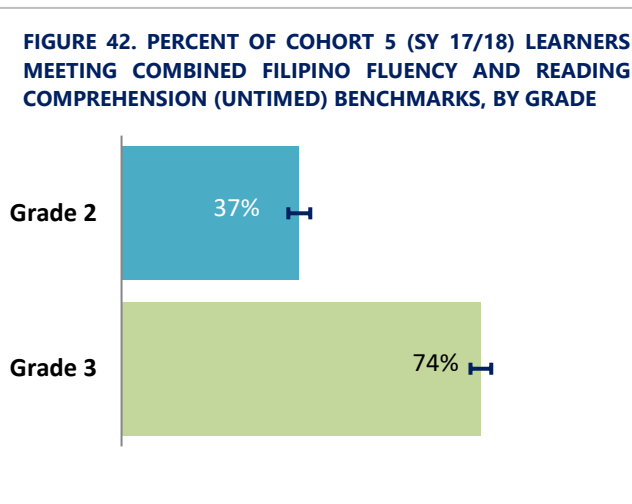
For both grades, more girls than boys were meeting the combined Filipino fluency benchmark of 40 wcpm and the reading comprehension (untimed) benchmark of three or more comprehension questions correctly. As seen in the figure below, in Grade 2, more than a third of girls were able to meet the combined Filipino fluency and comprehension benchmark compared to 25% of boys. Similarly, in Grade 3, more girls were able to meet the combined benchmarks, with 75% of girls compared to 60% of boys. Results show that more girls are not only meeting fluency and comprehension benchmarks than boys; they are also improving in Filipino from Grade 2 to Grade 3 faster than boys. Results show that the gender gap between boys and girls meeting the Filipino benchmark is increasing slightly from Grade 2 to Grade 3; the gender gap has increased from 13% to 15%.
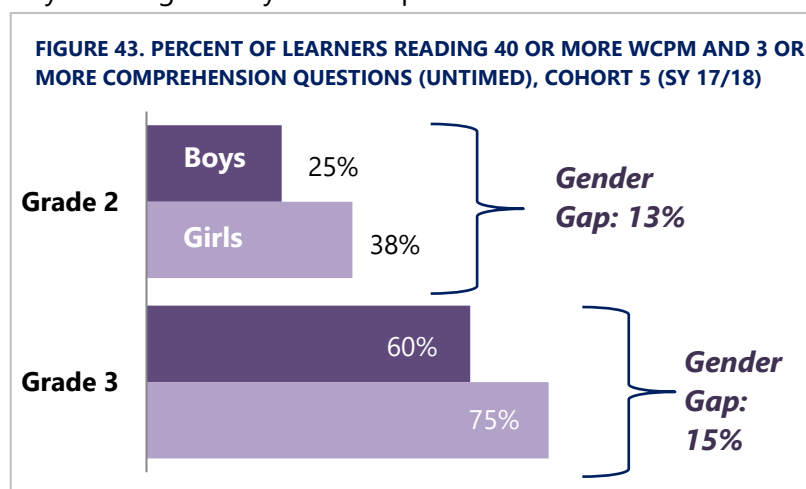
FIGURE 43. PERCENT OF LEARNERS READING 40 OR MORE WCPM AND 3 OR MORE COMPREHENSION QUESTIONS (UNTIMED), COHORT 5 (SY 17/18)

GRADES 2 AND 3 FILIPINO SUBTEST RESULTS (SY 2017/18)

The following section provides detailed results for Filipino EGRA subtests for Grade 3 students compared to Grade 2 students in Cohort 5 (SY 2017/18).

FAMILIAR WORDS

The **familiar word identification** subtest assesses learners' mastery of letter-sound correspondence needed to decode words. On this subtest, students are given a list of 50 words that children are expected to be able to read at their grade level. Learners are given 60 seconds and are asked to read as many familiar words aloud as they can. Responses ranged from zero to 50 familiar words read correctly, with a mean of 37.7 (67.8%) for Grade 2 students and a mean of 47.9 (79.6%) for Grade 3 students. The graph below shows that the distribution of Grade 2 and Grade 3 Filipino familiar word scores are both skewed to the left. As seen in the figure, by Grade 3, nearly all learners (79.0%) are able to read between 61 and 100% of the words correctly compared to roughly two-thirds (65%) of learners at Grade 2. Analysis by sex showed that girls in both grades significantly outperform boys ($p < .001$).

FIGURE 44. FILIPINO FAMILIAR WORD IDENTIFICATION SUBTEST RESULTS, BY GRADE
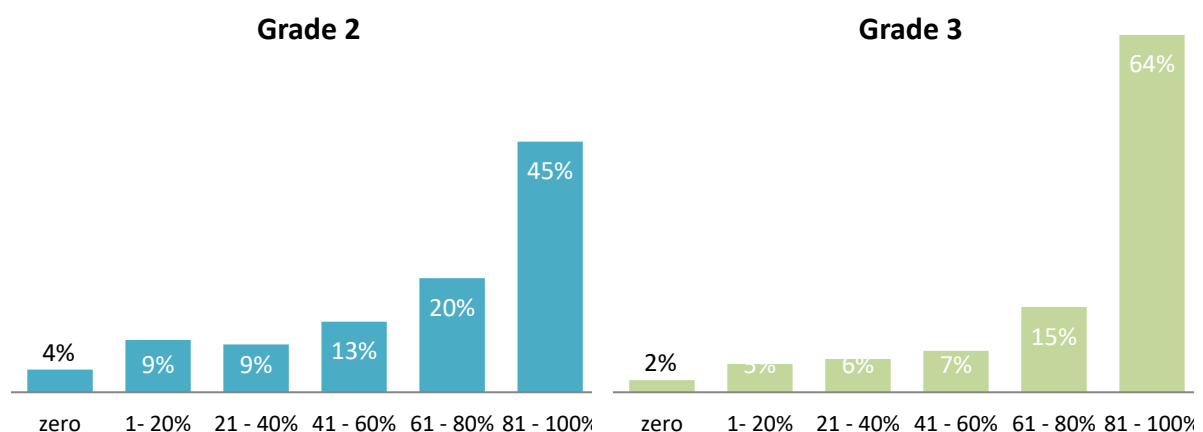
ORAL READING FLUENCY AND READING COMPREHENSION

To measure oral reading fluency, the ability to read quickly and accurately with proper expression, and reading comprehension, Grade 2 and Grade 3 learners were asked to read aloud a grade-level text in Filipino and to answer reading comprehension questions. On the Filipino passage reading and comprehension subtests, students were scored on the number of words they read correctly in the passage (total possible 64 words for Grade 2 and 55 words for Grade 3), reading comprehension (total possible 5), and prosody (total possible 4).

Oral Passage Reading Percent Correct. Oral Passage Reading scores in Filipino ranged from zero to 100% with a mean of 60.3% for Grade 2 students and a mean 81.4% for Grade 3 students. The results presented in the graph below show that by Grade 3 the large majority of learners are able to read the majority of the grade-level oral passage reading text correctly. Comparisons across grade show that there is a large improvement in oral passage reading from Grade 2 to Grade 3, in which only 32% of Grade 2 students were able to read 81% or more of the grade-level text compared to 68% at Grade 3.

FIGURE 45. FILIPINO ORAL PASSAGE READING RESULTS, PERCENT OF WORDS READ CORRECTLY, BY GRADE
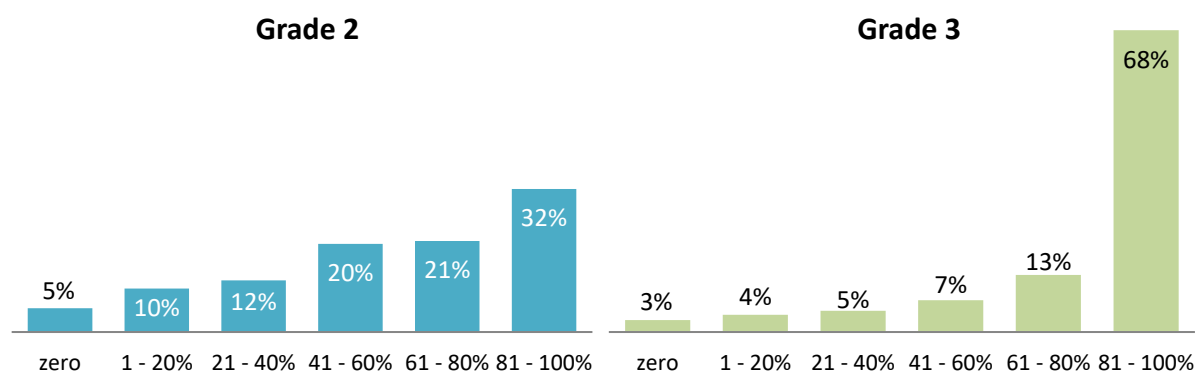
Grade 2

5%	10%	12%	20%	21%	32%
zero	1 - 20%	21 - 40%	41 - 60%	61 - 80%	81 - 100%

Grade 3

3%	4%	5%	7%	13%	68%
zero	1 - 20%	21 - 40%	41 - 60%	61 - 80%	81 - 100%

Similar to the familiar words subtests, girls in both Grades 2 and 3 significantly ($p<.001$) outperformed boys in the oral reading subtest. However, as seen below, the difference in boys and girls oral passage reading scores is shrinking slightly from Grade 2 to Grade 3. Girls in Grade 2, read, on average, 15.8% more of the text compared to boys; in Grade 3, girls, on average, read 14.7% more of the text than boys. This shows that the gender gap in oral passage reading may be getting slightly smaller as students advance from Grade 2 to Grade 3.

FIGURE 46. FILIPINO ORAL PASSAGE READING AVERAGE PERCENT CORRECT, BY GRADE AND SEX
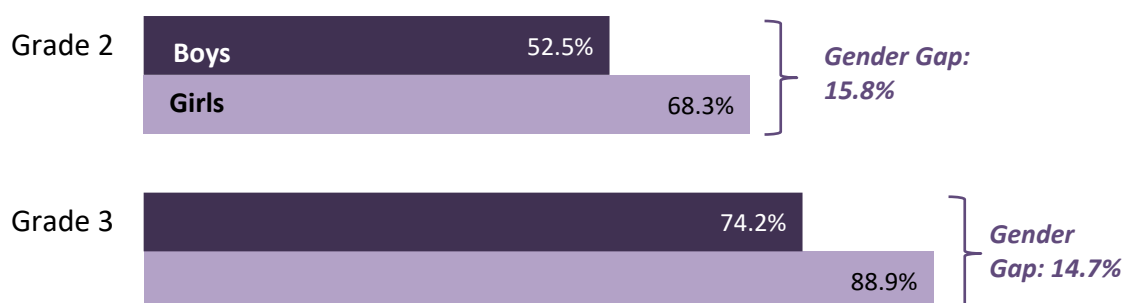
Grade 2	Boys	52.5%
	Girls	68.3%

Gender Gap: 15.8%

Grade 3		74.2%
		88.9%

Gender Gap: 14.7%

Fluency (Words correctly read per minute). Students were timed on reading the text, with the limit of 60 seconds. The number of words read correctly was divided by the seconds it took to read and then multiplied by 60 seconds to find the number of correct words per minute, which is the standard fluency measure used to measure USAID reading interventions. Grade 3 students on average read 59.3 words correct per minute, compared to 41.8 words correct per

minute for Grade 2 students. The graph below shows the distribution of fluency scores by grade. As seen below, 74% of students in Grade 3 were reading at the proposed Filipino proficiency level of 40 wcpm, compared to 53% for students in Grade 2.

FIGURE 47. FILIPINO ORAL PASSAGE READING SUBTEST RESULTS FOR COHORT 5 (SY 17/18) BY GRADE
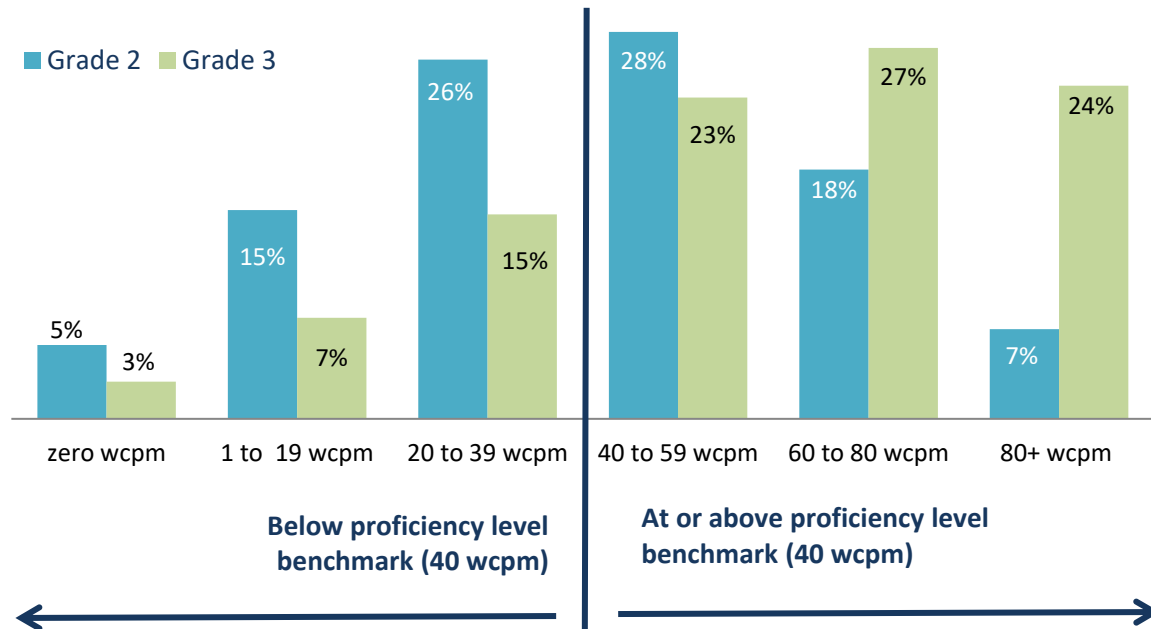
There were significant differences ($p<.001$) in fluency rates between boys and girls for both Grade 2 and Grade 3 students. On average, girls read at a faster rate than boys. Analysis suggests that girls are not only demonstrating higher fluency rates than boys but are also improving in fluency faster than boys. As seen in the figure below, the girls in Grade 3 can read on average 17.5 more words per minute than boys in Grade 3, while Grade 2 girls can read 14.0 more words per minute on average than boys in Grade 2. These findings suggest that the gender gap in Filipino oral reading fluency is widening slightly from Grade 2 to Grade 3.

FIGURE 48. FILIPINO FLUENCY MEASURE (WCPM) FOR COHORT 5 (SY 17/18), BY SEX AND GRADE
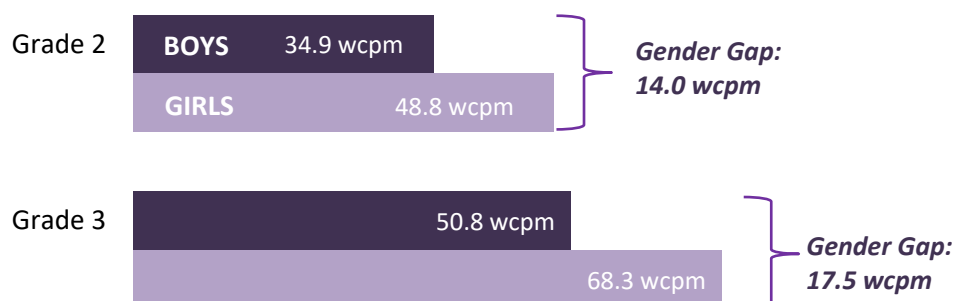
The **prosody scores** measured the degree to which students were able to read with intonation and expression. Prosody measures were divided into four categories and scored accordingly:

  1 = word-by-word, slow, laborious;
  2 = small chunks, awkward;
  3 = fluent, but does not mark punctuation; incorrect phrase groups, no expression;
  4 = fluent, with expression to mark punctuation and/or direct speech.

Students reading the Filipino passage ranged from one to four in prosody, with a mean of 2.9 for Grade 3 students and 2.5 for Grade 2 students. The graphs below show the distribution in students' prosody for both cohorts. As seen below, improvements can be seen in prosody from Grade 2 to Grade 3. The distribution shows for that the majority (78%) of Grade 3 students read fluently (scored 3 or 4), compared to Grade 2, in which only 57% read fluently. By Grade 3, very few students (6%) read laboriously (score of 1), which is a substantial reduction from Grade 2, where about 13% of students read laboriously in Filipino.

FIGURE 49. FILIPINO ORAL PASSAGE READING - PROSODY SCORE, BY GRADE
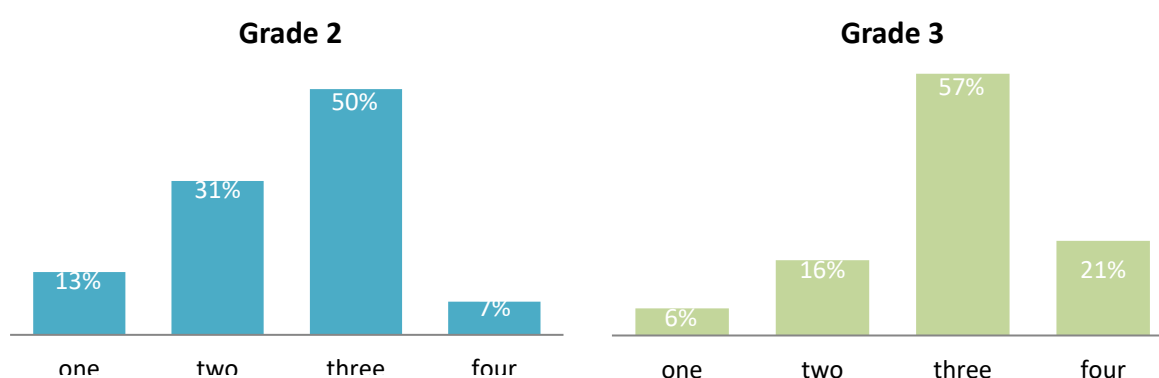
Disaggregation by sex showed that girls from both groups read the Filipino passage with greater prosody than boys, which is consistent with the overall pattern of girls demonstrating higher reading proficiency.

Reading Comprehension. Comprehension is the ultimate goal of reading. To measure comprehension, students were asked five questions about the text after reading a grade-level passage. Filipino reading comprehension questions were administered in two rounds. The first round of administration followed the standard EGRA administration procedures. Learners were not allowed to look back at the text to help them answer questions. The second round immediately followed the first round. During the second round, assessors gave the text back to the students and allowed them to finish reading the passage[20] (if they hadn't done so already), and then asked them comprehension questions without taking the text away from the students.

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[20] Students who answered four or five comprehension questions during the first round were not asked to read the passage again nor answer reading comprehension questions again given that they demonstrated reading comprehension during the first around of administration.

During the classic EGRA administration, analysis shows learners in Grade 3 are able to answer more reading comprehension questions on average. For Grade 2, the total number of reading comprehension correct ranged from zero to five, with a mean of 2.0 questions correct (42.0%). Grade 3 learners on average answered between three and four (70.1%) reading comprehension questions correctly.

The figures below show the distribution of reading comprehension results by grade. Students in Grade 3 were able to answer more reading comprehension questions correctly than students in Grade 2. More than half (60%) of Grade 3 students answered four or more comprehension questions correctly compared to a third (28%) of students in Grade 2. The percent of learners who were unable to answer a single reading comprehension question correctly is substantially smaller for Grade 3 students, with only 5% of learners who were unable to answer a single reading comprehension question compared to one-fifth (22%) of Grade 2 students.

FIGURE 50. READING COMPREHENSION RESULTS, COHORT 5 (SY 17/18) FILIPINO EGRA, BY GRADE
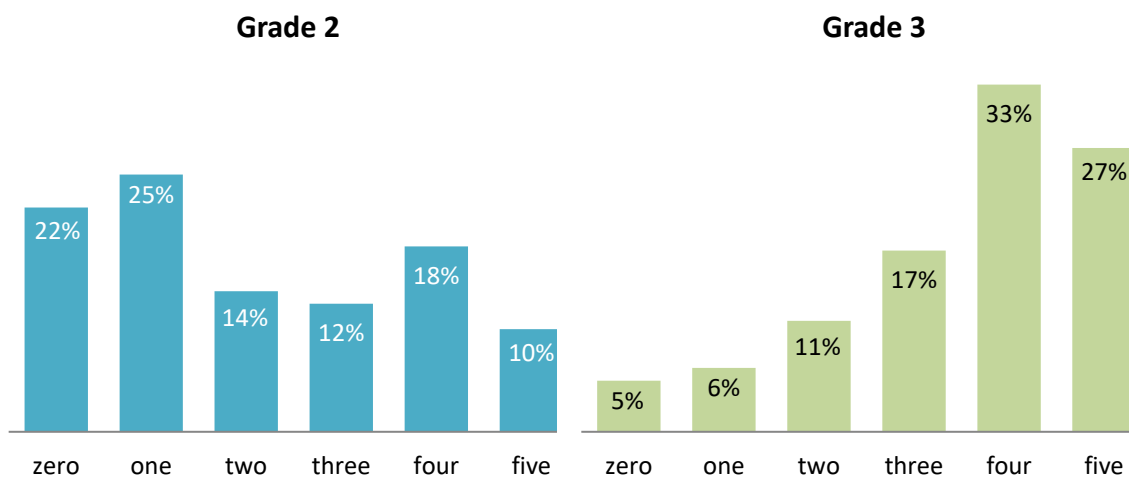
Comparisons by sex show that in Grade 2, girls performed slightly better than boys in Filipino reading comprehension ($p<.001$). Similarly, in Grade 3, results showed that girls significantly ($p<.01$) outperformed boys in reading comprehension at the end of a school year. Detailed results by sex are found in Annex 3.

FIGURE 51. AVERAGE PERCENT CORRECT ON FILIPINO READING COMPREHENSION (SY 17/18), BY SEX AND GRADE
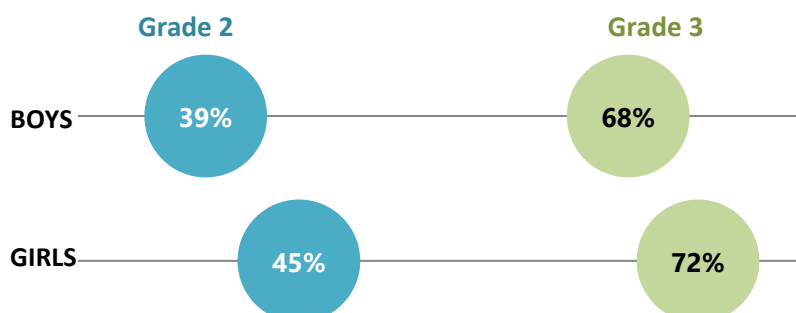
The results of the comparison between the two models of testing students' comprehension skills are presented in Figure 52. As seen in the figure, the percent of students who were able to meet comprehension proficiency benchmark of 60% increased by nine percentage points for Grade 2 learners (from 40% to 49%) and eleven percentage points for Grade 3 (from 78% to 89%).

FIGURE 52. COMPARISON OF GRADE 2 AND GRADE 3 COMPREHENSION RESULTS USING TIMED AND UNTIMED READING (SY 17/18)[21]

GRADE 2 READING COMPREHENSION – NUMBER CORRECT

After "classic" EGRA timed reading

zero	one	two	three	four	five
22%	25%	14%	12%	18%	10%

After "untimed" reading

zero	one	two	three	four	five
12%	23%	16%	12%	26%	11%

GRADE 3 READING COMPREHENSION – NUMBER CORRECT

After "classic" EGRA timed reading

zero	one	two	three	four	five
5%	6%	11%	17%	33%	27%

After "untimed" reading

zero	one	two	three	four	five
3%	3%	5%	9%	46%	34%

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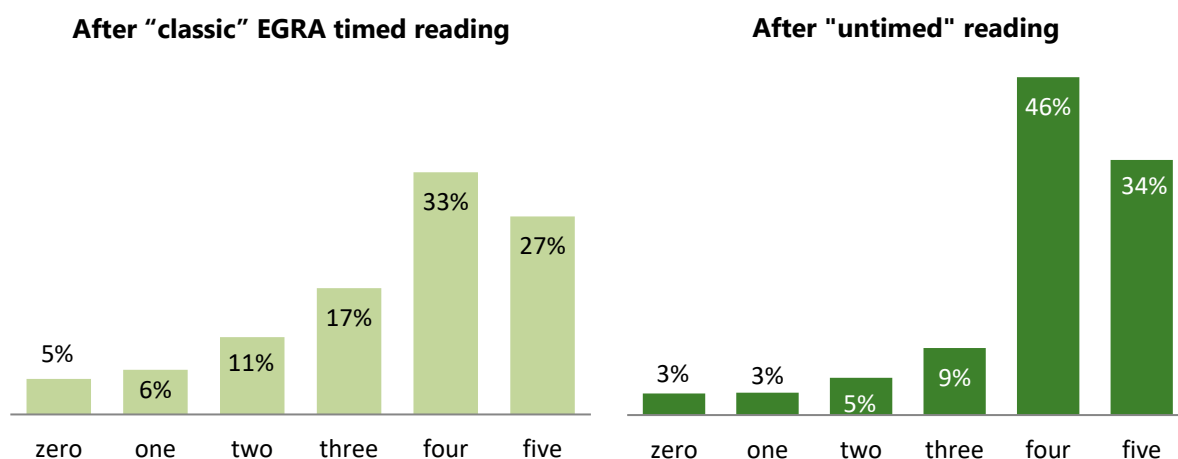
[21] In order to compare results from the first (timed) round and the second (untimed) round, untimed comprehension results include data for students who, during the second round, were allowed to read the passage (untimed) and answer the comprehension questions, as well as, results for students who answered four or more comprehension questions correctly during the first round, and as a result did not participate in the second, untimed, round.

LISTENING COMPREHENSION AND DICTATION

On the **listening comprehension subtest**, Grade 2 and Grade 3 students were read a passage and asked five comprehension questions. On average, for Grade 3, students answered 46.6% of listening comprehension questions correctly compared to 33.6% for Grade 2. The figure below shows distributions of the number of listening comprehension questions Grade 2 and Grade 3 students were able to answer correctly. In Grade 2, distributions of learners' listening comprehension scores were skewed to the right, with the majority (73%) of learners answering 2 or less comprehension questions correctly. Very few students (12%) were able to answer four or five listening comprehension questions. In contrast, in Grade 3, listening comprehension scores were more normally distributed with about half (46%) of learners able to answer three or more questions correctly.

FIGURE 53. FILIPINO LISTENING COMPREHENSION QUESTIONS – NUMBER CORRECT, BY GRADE (SY 17/18)

Grade 2

zero	one	two	three	four	five
27%	22%	24%	15%	8%	4%

Grade 3

zero	one	two	three	four	five
15%	15%	24%	23%	15%	8%
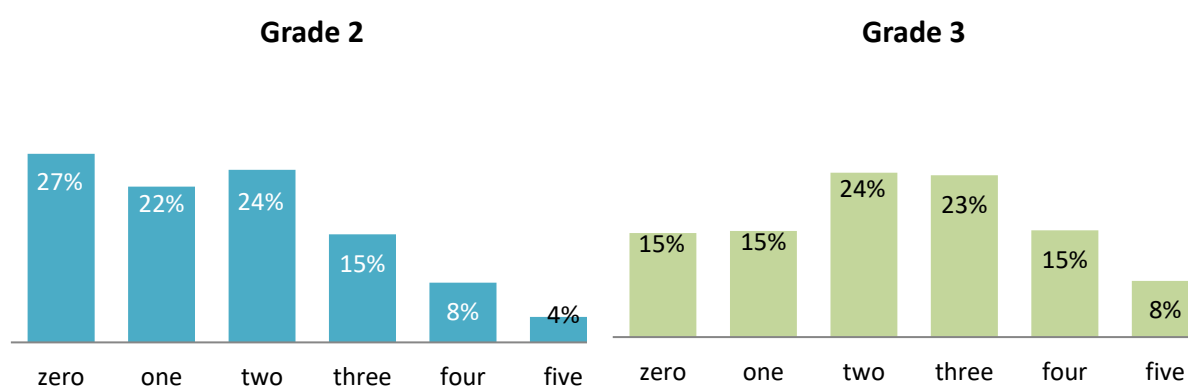
Listening comprehension results by sex showed that, girls performed significantly better than boys in both Grade 2 and Grade 3 ($p<.01$).

The **dictation subtest** is used to measure both oral comprehension and writing skills of learners. Writing skills are strongly connected to reading skills in that it takes phonological awareness skills to translate sounds into individual graphemes to form the written word. The dictation subtest was the same for both Grades 2 and 3. On the dictation subtest (total possible 16 correct answers for the Filipino test), students were read a passage once, given a pencil and paper, and read the passage a second time with pauses, then read the entire passage a third time. Students wrote the words on the paper. Dictation scores were broken up into two subtests:

- Number of words spelled correctly (total possible 12)
- Other items relating to conventions of text in writing including, spacing, text direction, capital letter, and using a period at the end of a sentence (total possible 4)

Number of correct answers for the dictation subtest ranged from zero to 16, with a mean of 10.3 (64.2%) for Grade 2 students and a mean of 11.4 (71.2%) for Grade 3 students. Figure 59 below shows the distribution of dictation results for Grade 2 and Grade 3. Overall, distribution results show that Grade 3 students have significantly ($p<.001$) higher Filipino dictation scores than Grade 2 learners. In Grade 2, as seen in the figure below, about two-thirds of students scored over 60%; about a third scored between 80-100%. For Grade 3, 77% of learners scored over 60% on the dictation subtest, with nearly half (47%) scoring between 80-100%.

FIGURE 54. FILIPINO DICTATION RESULTS (SY 2017/18), BY GRADE
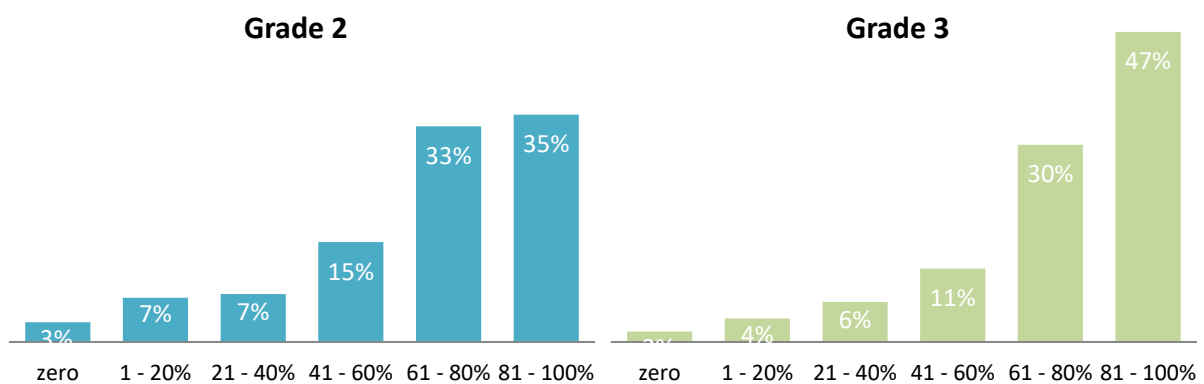
Breaking down the dictation composite, scores for spelling ranged from zero to 12, with a mean of 7.9 for Grade 2 students and 8.8 for Grade 3 students. With regard to the conventions of text, Grade 3 students on average scored 2.6 out of 4, while Grade 2 students scored on average 2.4 out of possible 4. Most students used spacing and the direction of the text correctly. However, only about 40% of Grade 2 students and half of Grade 3 students capitalized correctly. Only 13.1% of Grade 2 students and roughly a fifth (20.7%) of Grade 3 students used a period at the end of the sentence.

FIGURE 55. FILIPINO DICTATION BREAKDOWN (OUT OF POSSIBLE 16 POINTS) (SY 17/18), BY GRADE
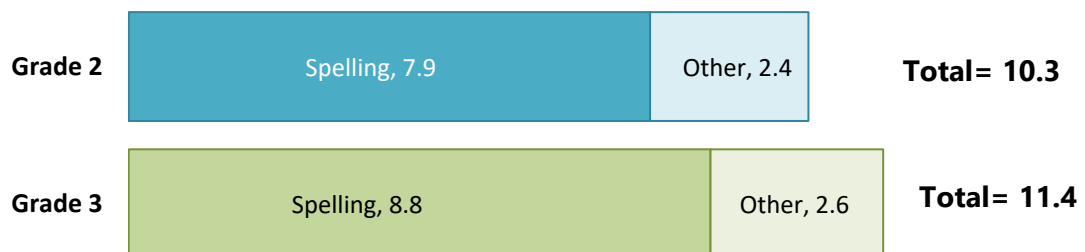
Disaggregating by sex, girls significantly outperform boys in dictation. This is not surprising given girls have outperformed boys in all other subtests.

GRADES 2 AND 3 ENGLISH SUBTEST RESULTS (SY 2017/18)

The following section provides detailed results for English EGRA subtests for Grade 3 students compared to Grade 2 students in Cohort 5 (SY 2017/18).

FAMILIAR WORDS

On the **familiar word identification** subtest, students are given a list of 50 English words that children are expected to be able to read at their grade level. Learners are given 60 seconds and are asked to read as many familiar words aloud as they can. Responses ranged from zero to 50 familiar words read correctly. On average, results showed that Grade 3 learners performed significantly (*p*<.001) better than Grade 2 learners in English familiar word reading, with a mean of 51.1 (73.4%) for Grade 3 learners and a mean of 37.7 (59.9%) for Grade 2 students. The graphs below show that the distribution of Grade 2 and Grade 3 English familiar word scores are both skewed to the left. As seen in the figure, by Grade 3, the majority learners (72.0%) are able to read between 61 and 100% of the words correctly compared to about half (55%) of learners at Grade 2.

FIGURE 56. ENGLISH FAMILIAR WORD IDENTIFICATION SUBTEST RESULTS, BY GRADE
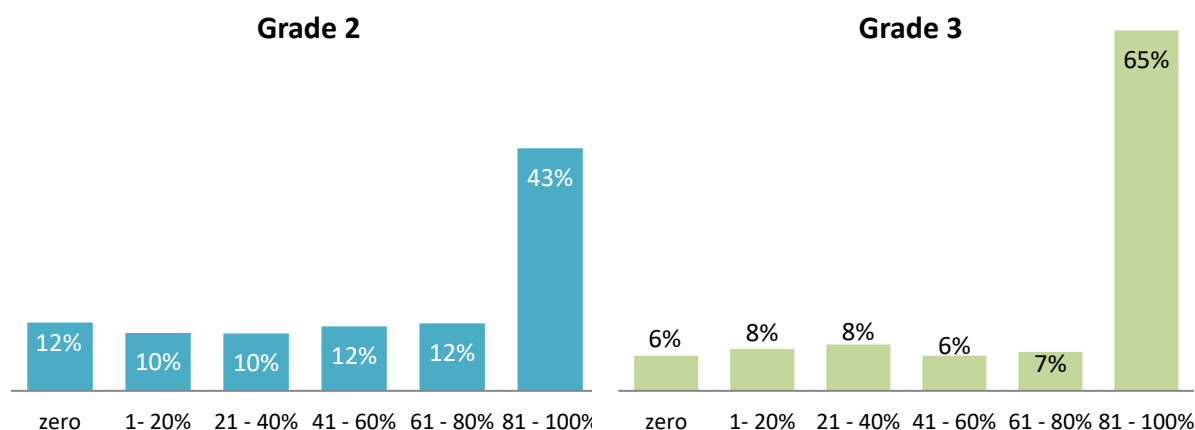
Analysis by sex showed that girls in both grades significantly outperform boys (*p*<.001). In fact, boys appear to be falling substantially behind. Results show that, on average, Grade 3 boys are performing worse than Grade 2 girls in English familiar word identification. Additionally, the gender gap appears to be growing from Grade 2 to Grade 3, in which the gap increased slightly from 17.1% to 18.0%.
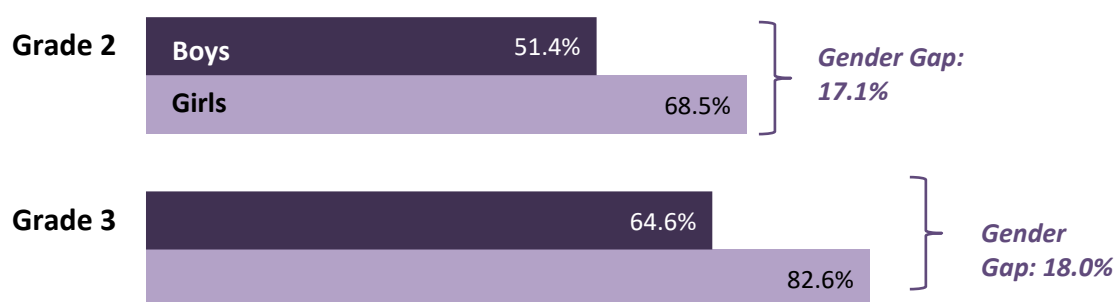
ORAL READING FLUENCY AND READING COMPREHENSION

To measure oral reading fluency, the ability to read quickly and accurately with proper expression, and reading comprehension, Grade 2 and Grade 3 learners were asked to read aloud a grade-level text in English and to answer reading comprehension questions. On the English passage reading and comprehension subtest, students were scored on the number of words they read correctly in the passage (total possible 59 words for Grade 2 and 61 words for Grade 3), reading comprehension (total possible 5), and prosody (total possible 4).

Oral Passage Reading Percent Correct. Oral Passage Reading scores in English ranged from zero to 100% with a mean of 69.4% for Grade 2 students and a mean 72.9% for Grade 3 students. Comparisons across grade show that there is largely no change in English oral passage reading scores from Grade 2 to Grade 3. The results presented in the graphs below show that roughly three-fourths of Grade 2 and Grade 3 learners are able to read the majority of the grade-level oral passage reading text correctly.

FIGURE 58. ENGLISH ORAL PASSAGE READING RESULTS, PERCENT OF WORDS READ CORRECTLY, BY GRADE
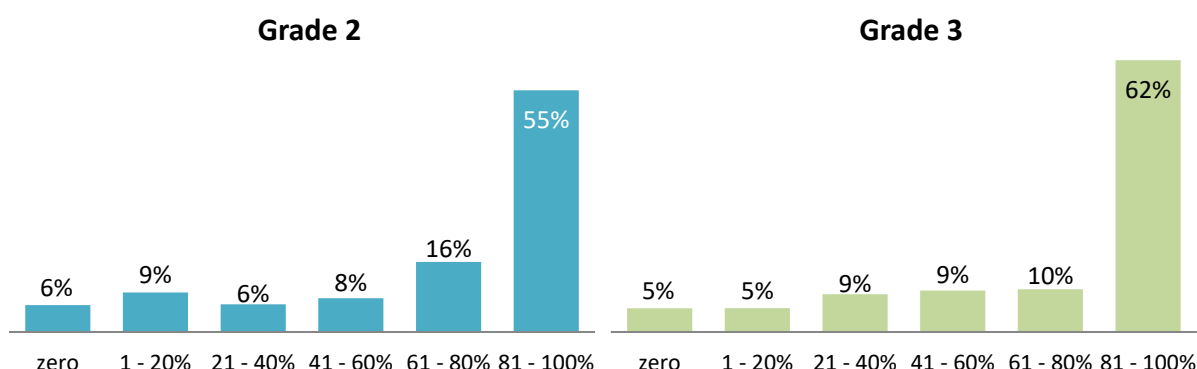
Similar to the familiar words subtests, girls in both Grades 2 and 3 significantly ($p<.001$) outperformed boys in the oral reading subtest. In fact, as seen below, the difference in boys and girls oral passage reading scores is growing slightly from Grade 2 to Grade 3. Girls in Grade 2, read, on average, 14.7% more of the text compared to boys; in Grade 3, girls, on average, read 17.2% more of the text than boys. This suggests that the gender gap in English oral passage reading may be getting slightly greater as students advance from Grade 2 to Grade 3.

FIGURE 59. ENGLISH ORAL PASSAGE READING AVERAGE PERCENT CORRECT (SY 17/18) BY GRADE AND SEX
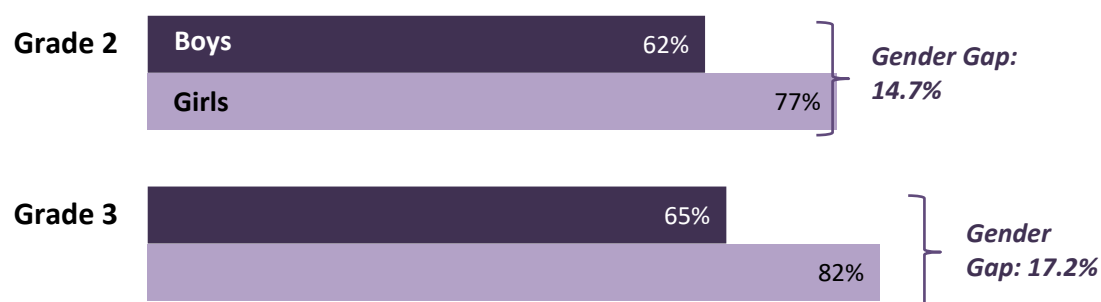
Grade 2		
Boys	62%	
Girls	77%	*Gender Gap: 14.7%*

Grade 3		
	65%	
	82%	*Gender Gap: 17.2%*

Fluency (Words correctly read per minute). Students were timed on reading the text, with the limit of 60 seconds. The number of words read correctly was divided by the seconds it took to read and then multiplied by 60 seconds to find the number of correct words per minute, which is the standard fluency measure used to measure USAID reading interventions. Grade 3 students on average read 59.9 words correct per minute, compared to 55.4 words correct per minute for Grade 2 students. The graph below shows the distribution of English fluency scores by grade. As seen below, 55% of students in Grade 3 were reading at the proposed higher fluency rate of 60 wcpm, compared to only 46% for students in Grade 2.

FIGURE 60. ENGLISH ORAL READING FLUENCY RESULTS FOR COHORT 5 (SY 17/18) BY GRADE
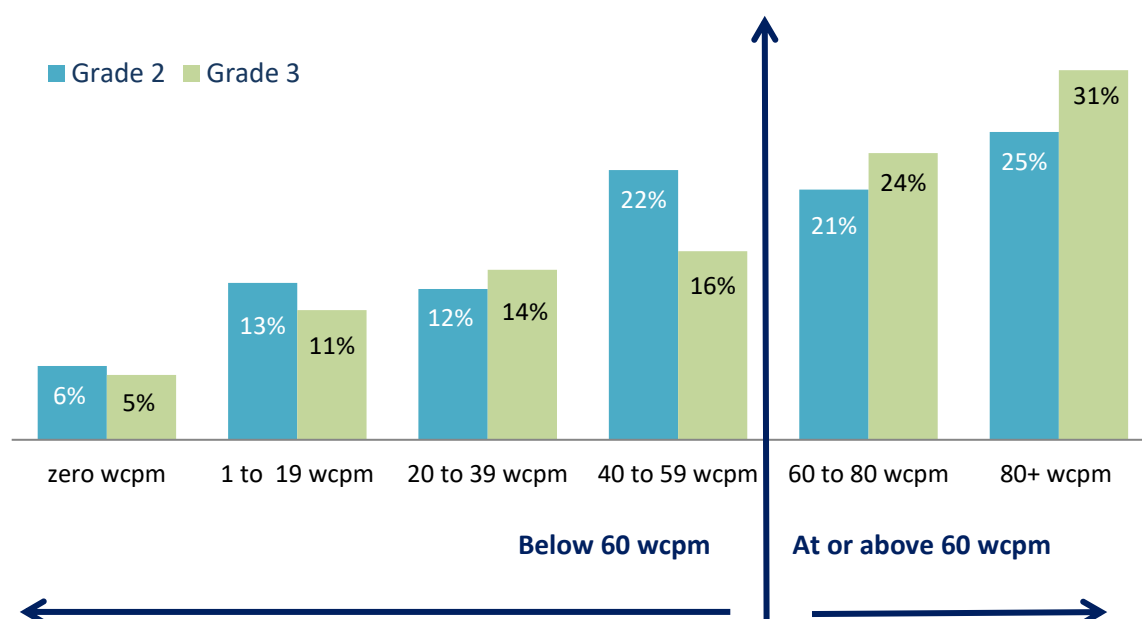
Grade 2   Grade 3

	zero wcpm	1 to 19 wcpm	20 to 39 wcpm	40 to 59 wcpm	60 to 80 wcpm	80+ wcpm
Grade 2	6%	13%	12%	22%	21%	25%
Grade 3	5%	11%	14%	16%	24%	31%

Below 60 wcpm   At or above 60 wcpm

There were significant differences (*p*<.001) in fluency rates between boys and girls for both Grade 2 and Grade 3 students. On average, girls read at a faster rate in English than boys. Analysis suggests that girls are not only demonstrating higher fluency rates than boys but are also improving in fluency slightly faster than boys from Grade 2 to Grade 3. As seen in the figure below, the gender gap between boys and girls in English oral reading fluency increased slightly from Grade 2 to Grade 3. These findings suggest that the gender gap in English oral reading fluency is widening from Grade 2 to Grade 3.

FIGURE 61. ENGLISH FLUENCY MEASURE (WCPM) FOR COHORT 5 (SY 17/18), BY SEX AND GRADE
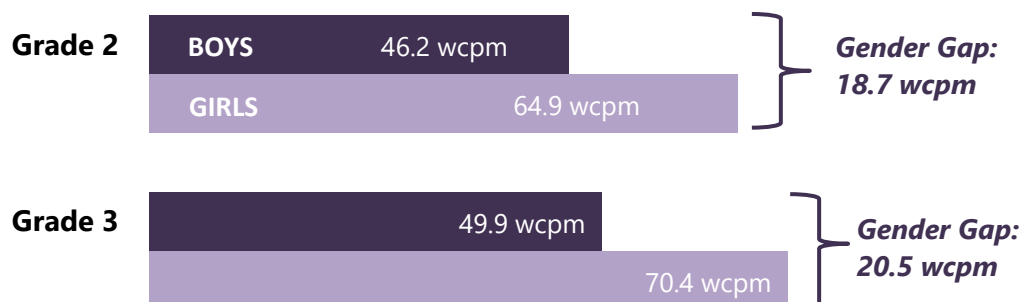
| Grade 2 | BOYS | 46.2 wcpm | *Gender Gap:* |
| | GIRLS | 64.9 wcpm | *18.7 wcpm* |

| Grade 3 | | 49.9 wcpm | *Gender Gap:* |
| | | 70.4 wcpm | *20.5 wcpm* |

The **prosody scores** measured the degree to which students were able to read with intonation and expression. Prosody measures were divided into four categories and scored accordingly:

1 = word-by-word, slow, laborious;
2 = small chunks, awkward;
3 = fluent, but does not mark punctuation; incorrect phrase groups, no expression;
4 = fluent, with expression to mark punctuation and/or direct speech.

Students reading the English passages ranged from one to four in prosody, with a mean of 2.8 for Grade 3 students and 2.6 for Grade 2 students. The graphs below show the distribution in students' prosody for both cohorts. As seen below, improvements can be seen in prosody from Grade 2 to Grade 3. The distribution shows for Grade 3 that more than three-quarters (80%) of students read fluently (scored 3 or 4), compared to Grade 2, in which roughly half (60%) read fluently. By Grade 3, only 8% of students read laboriously (score of 1), which is a reduction from Grade 2, where about 14% of students read laboriously in English.

Grade 2

Grade 3
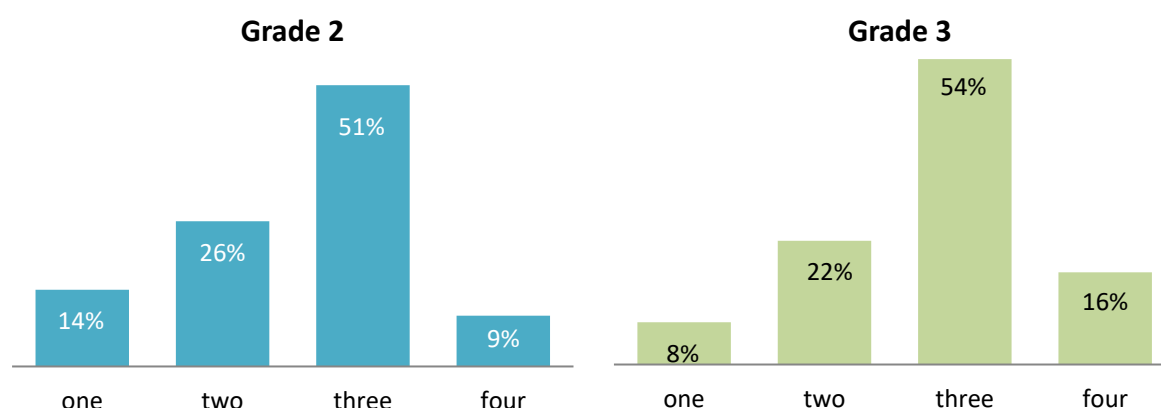
Disaggregation by sex showed that girls from both groups read the English passage with greater prosody than boys, which is consistent with the overall pattern of girls demonstrating higher reading proficiency.

Reading Comprehension. To measure reading comprehension in English, students were asked five questions about the text after being given 60 seconds to read a grade-level passage. Learners were not allowed to look back at the text to help them answer questions. Analysis shows that despite proficient oral reading fluency and prosody scores, learners in both Grades 2 and 3, on average, demonstrated relatively low performance in English reading comprehension. Learners in Grade 3 are able to answer more reading comprehension questions on average than Grade 2 students. For Grade 2, the total number of reading comprehension correct ranged from zero to five, with a mean of 1 question correct (19.8%). Grade 3 learners on average answered 1.8 (36.6%) reading comprehension questions correctly.

The figures below show the distribution of English reading comprehension results by grade. Students in Grade 3 were able to answer more reading comprehension questions correctly than students in Grade 2. Roughly half of Grade 2 students and 40% of Grade 3 students were unable to answer a single English reading comprehension question. Less than a fourth (24%) of Grade 2 students were able to answer more than one reading comprehension question compared to 47% of Grade 3 students. Very few (10%) Grade 2 students were able to answer four or more questions; while almost a third (28%) of Grade 3 students demonstrated reading comprehension and could answer four or more questions.
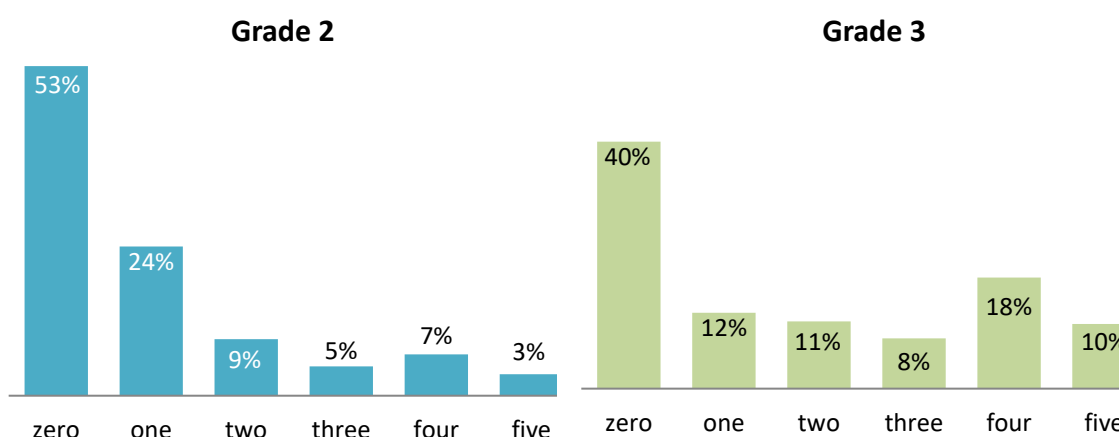
Grade 2

Grade 3

Comparisons by sex show that in Grade 2, girls significantly (*p<.001*) outperformed boys in English reading comprehension. In fact, as seen in the figure below, in Grade 3, the average difference between girls and boys reading comprehension results more than doubled from Grade 2 to Grade 3. Grade 3 girls on average scored 13.2% higher than boys in English reading comprehension, compared to 5.5% in Grade 2. Detailed results by sex are found in Annex 3.

FIGURE 64. AVERAGE PERCENT CORRECT ON ENGLISH READING COMPREHENSION (SY 17/18), BY SEX AND GRADE
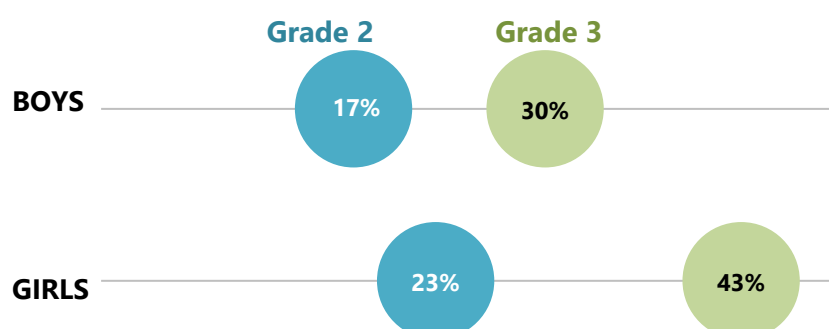
Similar to the Filipino EGRA, reading comprehension questions were administered in two rounds. The first round the administration followed the standard EGRA administration procedures. The second round immediately followed the first round. During the second round, assessors gave the text back to the students and allowed them to finish reading the passage[22] (if they hadn't done so already), and then asked the student comprehension questions without taking the text away.

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[22] Students who answered four or five comprehension questions during the first round were not asked to read the passage again nor answer reading comprehension questions again given that they demonstrated reading comprehension during the first around of administration.

The results of the comparison between the two models of testing Grade 3 students' comprehension skills are presented in Figure 65. As seen in the figure, the percent of students who were able to meet comprehension proficiency benchmark (4 or more comprehension questions correctly) increased by five percentage points (from 10% to 15%) in Grade 2 and eleven percentage points (from 28% to 39%) in Grade 3.

FIGURE 65. COMPARISON OF COMPREHENSION RESULTS USING TIMED AND UNTIMED READING (SY 17/18)[23]

GRADE 2 ENGLISH READING COMPREHENSION – NUMBER CORRECT

After "classic" EGRA timed reading

zero	one	two	three	four	five
53%	24%	9%	5%	7%	3%

After "untimed" reading

zero	one	two	three	four	five
35%	29%	14%	7%	12%	3%
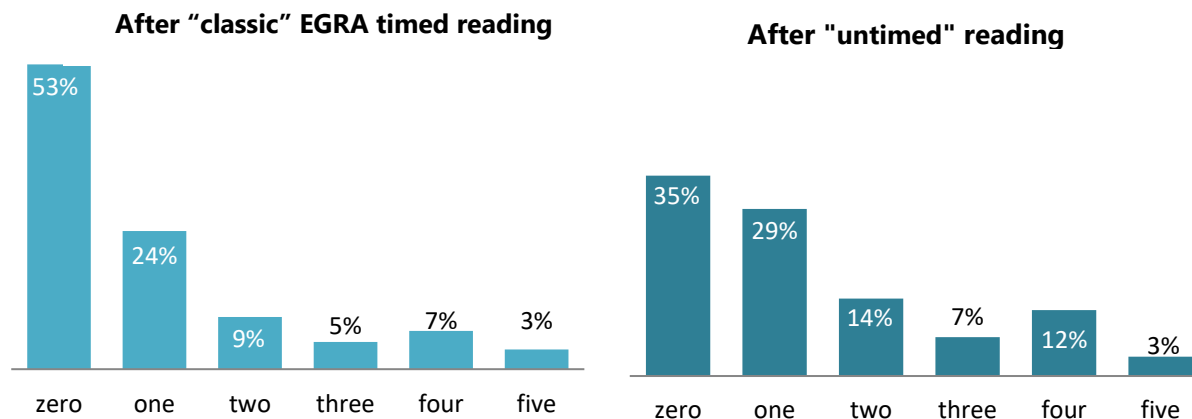
GRADE 3 ENGLISH READING COMPREHENSION-NUMBER CORRECT

After "classic" EGRA timed reading

zero	one	two	three	four	five
40%	12%	11%	8%	18%	10%

After "untimed" reading

zero	one	two	three	four	five
28%	13%	11%	10%	25%	14%

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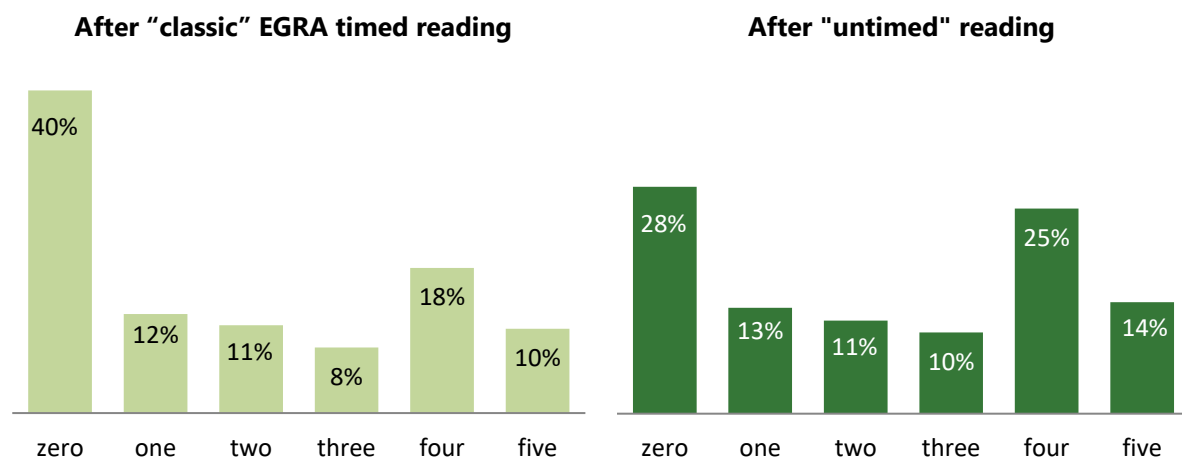
[23] In order to compare results from the first (timed) round and the second (untimed) round, untimed comprehension results include data for students who, during the second round, were allowed to read the passage (untimed) and answer the comprehension questions, as well as, results for students who answered four or more comprehension questions correctly during the first round, and as a result did not participate in the second, untimed, round.

LISTENING COMPREHENSION AND DICTATION

On the **listening comprehension subtest**, Grade 2 and Grade 3 students were read a passage and asked five comprehension questions. On average, results showed significant ($p<.001$) increases in listening comprehension in English from Grade 2 to Grade 3. Grade 3, students answered 24.6% of listening comprehension correctly compared to 18.6% for Grade 2. The figure below shows distributions of the number of listening comprehension questions Grade 2 and Grade 3 students were able to answer correctly. Analysis of distribution results showed that in both Grade 2 and Grade 3, scores were skewed to the right, with the majority of learners answering less than two listening comprehension questions correctly. In Grade 2, about six out of ten learners were unable to answer a single listening comprehension question correctly; this percentage decreased for Grade 3 learners, where 44% of learners had a zero score.

FIGURE 66. ENGLISH LISTENING COMPREHENSION QUESTIONS – NUMBER CORRECT, BY GRADE (SY 17/18)
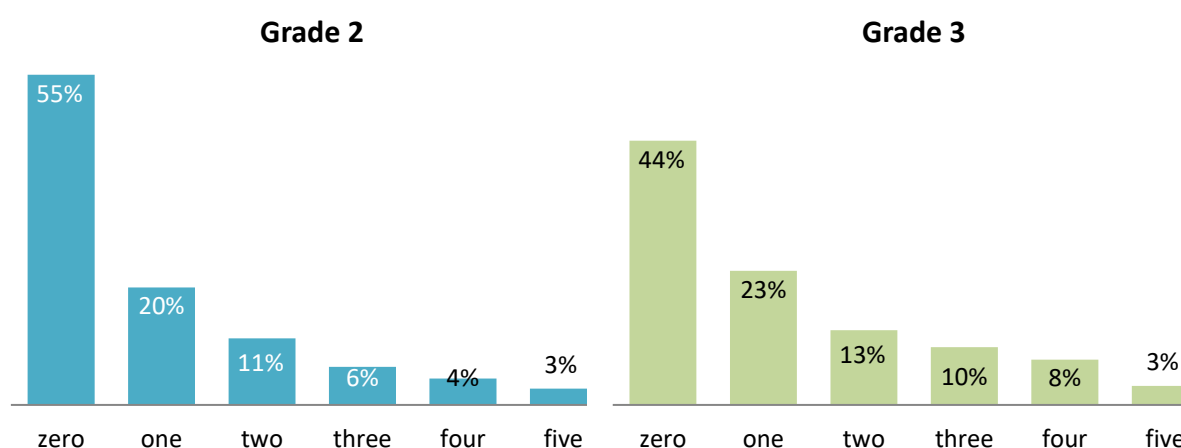
Listening comprehension results by sex showed that in Grade 2 and Grade 3, girls performed better than boys; the difference between boys and girls was statistically significant ($p<.001$).

On the **dictation subtest** (total possible 17 correct answers for the English test), students were read a passage once, given a pencil and paper, and read the passage a second time with pauses, then read the entire passage a third time. Students wrote the words on the paper. The English dictation subtest was the same for both Grades 2 and 3. Dictation scores were broken up into two subtests:

- Number of words spelled correctly (total possible 13)
- Other items relating to conventions of text in writing including, spacing, text direction, capital letter, and using a period at the end of a sentence (total possible 4)

Overall English dictation results showed Grade 3 students have significantly ($p<.001$) higher dictation scores than Grade 2 students. The number of correct answers for the English dictation subtest ranged from zero to 17 in Grade 2, with a mean of 6.3 (37.0%), while for Grade 3 scores ranged from zero to 17 with a mean of 8.2 (48.4%). Figure 67 below shows the distribution of

dictation results for Grade 2 and Grade 3. In Grade 2, as seen in the figure below, dictation results were skewed to the right, with roughly half (57%) of students who scored 40% or less; only 14% of learners scored between 61-100%. However, for Grade 3, improvements in English dictation results can be seen with the distribution of results shifting slightly, in which, nearly a third of learners scored between 61-100%.

FIGURE 67. ENGLISH DICTATION RESULTS (SY 2017/18), BY GRADE
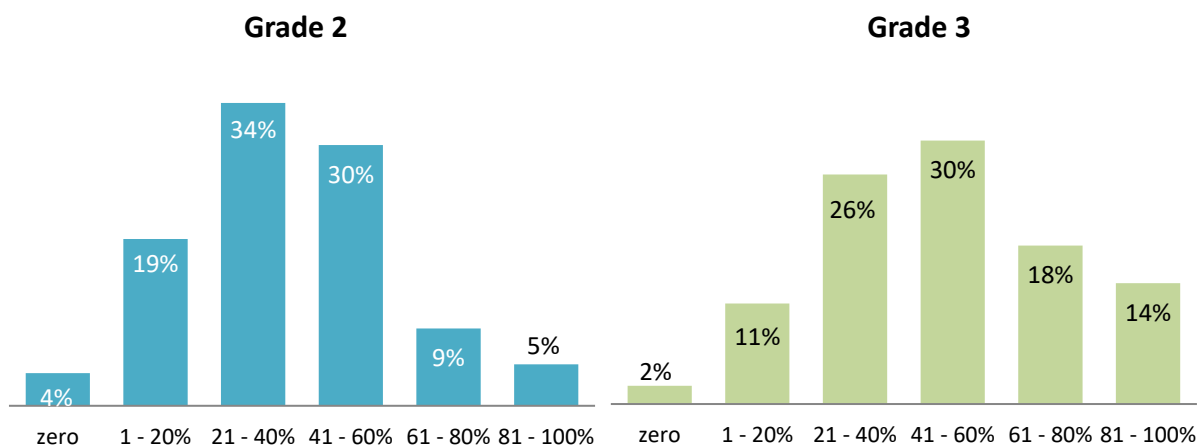
Breaking down the dictation composite, scores for spelling ranged from zero to 13, with a mean of 4.0 for Grade 2 students and 5.7 for Grade 3 students. With regard to the conventions of text, Grade 2 and Grade 3 learners performed similarly in which Grade 2 students scored on average 2.3 out of possible 4, compared to Grade 3 students, who on average, scored 2.5 out of 4. Most students used spacing and the direction of the text correctly. Roughly one-third (37.7%) of Grade 2 students and roughly half (48.0%) of Grade 3 students capitalized correctly. Very few learners used a period at the end of the sentence. Only 9.8% of Grade 2 students and roughly a fifth (19.3%) of Grade 3 students used a period at the end of the sentence.

FIGURE 68. ENGLISH DICTATION BREAKDOWN (SY 17/18) (OUT OF POSSIBLE 17), BY GRADE
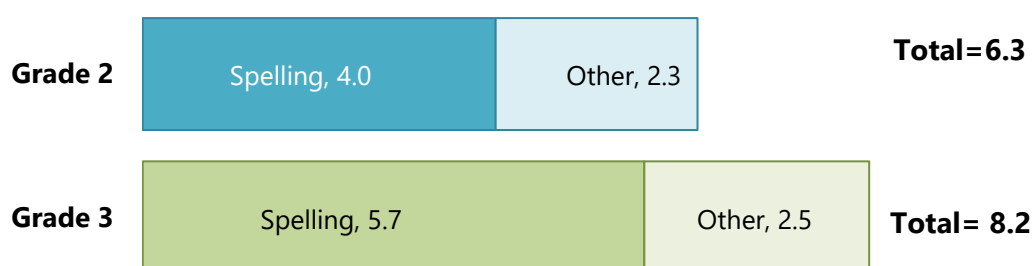
Disaggregating by sex, girls significantly outperform boys in English dictation ($p<.001$) in both Grade 2 and Grade 3. This is not surprising given girls have outperformed boys in all other subtests.

6. IMPACT OF CONTEXTUAL FACTORS ON ACHIEVEMENT

Various factors from the student context interview, principal survey and teacher interview surveys collected for Cohort 5 (SY 2017/18) were examined for association with key outcomes. This section provides an overview of the findings.

IMPACT OF HOME LANGUAGE

When Grade 2 EGRA results were disaggregated by language spoken at home, students who reported speaking Sinugbuanong Binisaya or Filipino/Tagalog at home performed slightly better than students who reported speaking Ilokano at home on nearly all subtests on both the Filipino and English EGRA. The figure below shows the average percent correct on Grade 2 EGRA subtests by language spoken at home.

FIGURE 69. GRADE 2 EGRA AVERAGE PERCENT CORRECT FOR COHORT 5 (SY 17/18) BY LANGUAGE SPOKEN AT HOME[24]

	Filipino EGRA			English EGRA		
	Filipino/Tagalog	Ilokano	Sinugbuanong Binisaya	Filipino/Tagalog	Ilokano	Sinugbuanong Binisaya
Initial Sound Identification	58%	51%	66%	56%	48%	50%
Letter Sounds	21%	18%	25%	30%	26%	27%
Familiar Words	64%	61%	71%	56%	53%	52%
Nonsense Words	44%	41%	51%	42%	38%	38%
Oral Passage Reading	56%	53%	63%	65%	61%	60%
Reading Comprehension	44%	42%	40%	18%	17%	17%
Listening Comprehension	37%	39%	30%	18%	16%	16%
Dictation Composite	61%	57%	67%	37%	33%	33%

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[24] Note, given that learners may speak more than one language at home, respondents were allowed to report multiple responses. As such, the figure does not add up to 100%.

Sinugbuanong Binisaya speakers performed the best in nearly every subtest on both tests (Filipino and English). Comparisons of Grade 2 Filipino EGRA results between Sinugbuanong Binisaya speakers and Ilokano speakers showed small to medium effect size differences (Cohen's d value between 0.06 – 0.46), in which Cebuano/Bisaya speakers performed slightly better than Ilokano speakers, on average. Ilokano's orthography has fewer similarities with Filipino than Sinugbuanong Binisaya. Therefore, Sinugbuanong Binisaya speakers may find it easier to transfer some aspects of phonics skills to Filipino than Ilokano speakers. This could explain the relatively higher scores for Sinugbuanong Binisaya speakers on Filipino Initial Sound Identification, and Letter Sounds compared to Ilokano speakers. It may also explain how students are attaining higher fluency scores despite the fact that they only started formal instruction in reading and writing Filipino at the start of grade two and English in the middle of second grade. Interestingly, Sinugbuanong Binisaya speakers also performed better than Grade 2 Filipino/Tagalog speakers in 6 out of 8 Filipino EGRA subtests, however, the difference was small (Cohen's $d<.30$). Filipino/Tagalog speakers only performed better than Sinugbuanong Binisaya speakers in Filipino Reading and Listening Comprehension.

For Grade 3, results were similar to Grade 2 in that Sinugbuanong Binisaya speakers largely performed slightly better than Ilokano and Filipino/Tagalog speakers on both the Grade 3 Filipino and English EGRAs.

FIGURE 70. GRADE 3 EGRA RESULTS FOR COHORT 5 (SY 17/18) DISAGGREGATED BY LANGUAGE SPOKEN AT HOME

	Filipino EGRA	English EGRA
	Filipino/Tagalog / Ilokano / Sinugbuanong Binisaya	Filipino/Tagalog / Ilokano / Sinugbuanong Binisaya
Familiar Words	76% / 74% / 82%	70% / 69% / 77%
Oral Passage Reading	77% / 75% / 84%	69% / 67% / 76%
Reading Comprehension	70% / 70% / 69%	35% / 33% / 38%
Listening Comprehension	47% / 46% / 44%	23% / 23% / 25%
Dictation Composite	67% / 65% / 74%	45% / 46% / 50%
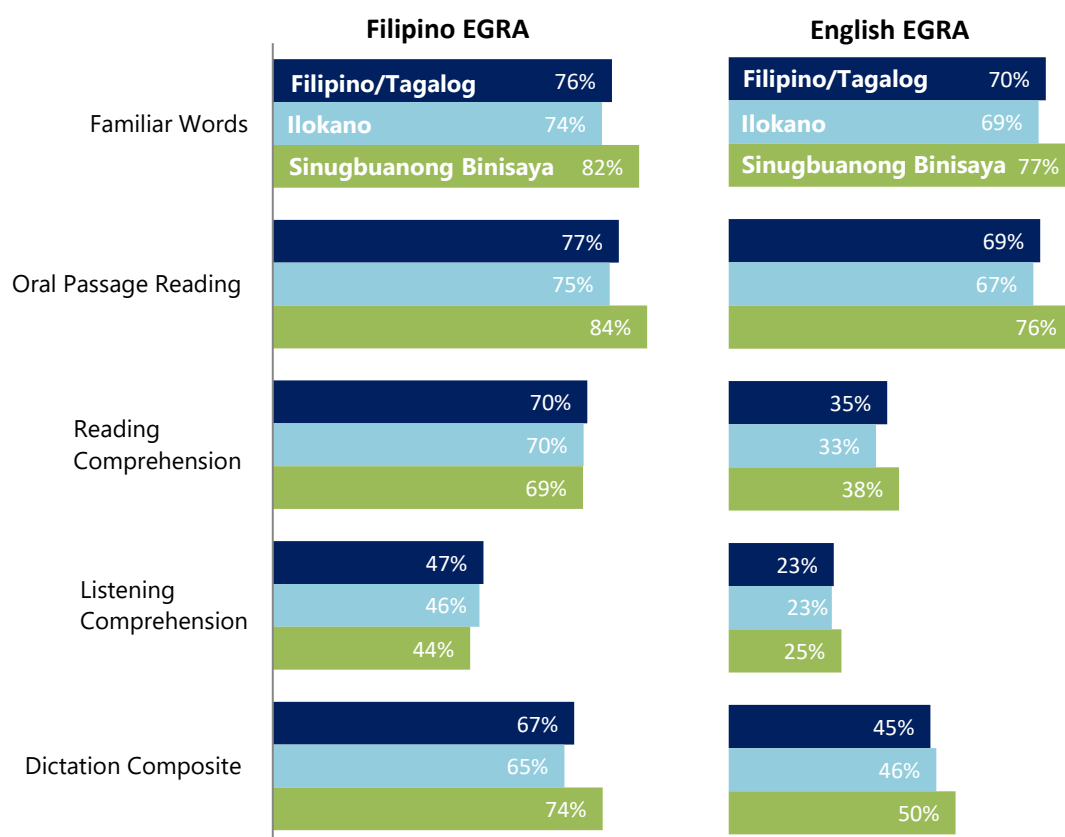
Sinugbuanong Binisaya speakers performed slightly better than Ilokano speakers in all subtests with the exception of Filipino Listening Comprehension; however the difference was small (*d*<.4)   Sinugbuanong Binisaya speakers on average performed slightly better than Filipino speakers in 3 out of 5 subtests, however, differences were small (*d*<.3). Similar to Grade 2 results, Filipino/Tagalog speakers only performed better than Sinugbuanong Binisaya speakers on Filipino Reading Comprehension and Listening Comprehension subtests.

LEARNER CHARACTERISTICS AND EGRA RESULTS

Various factors from the student context interview were examined for association with key outcomes: Filipino and English fluency and comprehension. Bivariate statistical analysis found small, but statistically significant, correlations between learner results in Filipino and English oral reading fluency and comprehension, and several learner context interview questions. Correlation analysis results are shown in the table below.[25] These findings are consistent with the results of the SY 2016/17 (Cohort 4) evaluation, which found similar correlations between home environment, school and teacher, and socio-economic status composite variables.

TABLE 17. CORRELATIONS BETWEEN STUDENT CONTEXT INTERVIEW RESULTS AND COHORT5 (SY 17/18) EGRA RESULTS

Student Context Interview Questions	Grade 2 Learners				Grade 3 Learners			
	Filipino		English		Filipino		English	
	fluency	comp.	fluency	comp.	fluency	comp.	fluency	comp.
Total household possessions		.052*	.057*	.151**		.072**	.065**	.181**
Does someone at home check your assignments/homework? (1=Yes)	.070**		.067**		.062*	.111**	.063*	.116**
Are you allowed to take books home from school? (1=Yes)								
Do you ever take books from school to read a home? (1=Yes)								-.057*
Do you have books at home? (1=Yes)	.072**	.095**	.072**	.103**		.062*	.055*	.072**
Does your mother know how to read and write? (1=Yes)				.054*		.054*	.049*	
Does your father know how to read and write? (1=Yes)	.056*	.106**	.059*	.064*	.062*	.059*	.058*	.058*
Do you get to choose the story books you read at school? (1=Yes)	.094**	.105**	.100**	.096**	.071**	.051*	.067**	.080**
Did you have something to eat today before you came to school? (1=Yes)								
Did you go to kinder? (1=Yes)	.080**	.090**	.078**				067**	.
How often do you miss school? (1=Never, 2=Rarely, 3=Sometimes, 4=Often)								
Do you watch TV in English at home? (1=Yes)						.073*		.067*
Does someone read stories with you at home? (1=Yes)								

*Correlations are significant at the >0.05 level (2-tailed)
**Correlations are significant at the >0.01 level (2-tailed)
Blanks denote no statistically significant association between variables.

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[25] In social science research correlations below .2 are not considered to be of high importance. Correlations between .2 and .4 are considered small (weak), correlations between .4 and .6 are moderate, and above .6 they are large.

Analysis showed that the strongest relationship between learner characteristics and performance on the Filipino and English EGRA, was found with the number of household possessions of the learner, which is a proxy for socioeconomic status. There was a significant positive relationship between learners with more household possessions and higher achievement on Filipino and English EGRA for both Grade 2 and Grade 3. However, as seen in the table above, the relationship was weak.

Having books at home and getting to choose the story books to read at school were also found to have significant positive associations with student performance. As Table 18 shows, the availability of books at home had a weak correlation with Grade 2 Filipino and English fluency and comprehension, and Grade 3 Filipino comprehension and English fluency and comprehension results. Being able to choose the storybooks learners read at school was associated with higher Filipino and English results for both grades; however, the relationship was weak.

Data analysis also revealed several weak positive relationships between higher assessment results in Filipino and English fluency and comprehension measures and other factors such as parental literacy, kindergarten attendance, watching TV in English, and having someone at home check assignments/homework. As Table 18 shows, for Grade 2 and 3 learners, having literate mothers and/or father was associated with better results in both Filipino and English fluency and comprehension. Kindergarten attendance was found to have a positive relationship with Filipino ORF and comprehension and English ORF among Grade 2 learners, and a positive relationship with English ORF for Grade 3 learners. Watching TV in English showed a relationship with higher Filipino and English comprehension measures for Grade 3; however, as seen in the table above, the relationships were weak.

IMPACT OF SCHOOL LEADERSHIP

Bivariate statistical analysis found few statistically significant correlations between learner Filipino and English EGRA results and school leadership characteristics and practices. As seen in the table below, a negative relationship was found between schools in which the principal is frequently checking teachers' lesson plans with lower Filipino and English fluency and comprehension measures, for Grade 2; no significant correlation were seen for Grade 3. Similarly, findings indicate a negative relationship between principals conducting classroom observations and Grade 2 and Grade 3 Filipino and English fluency measures. Results also showed that having a school administration provide enough support to teachers showed a significant positive relationship with higher Grade 3 Filipino and English fluency results.

TABLE 18. CORRELATIONS BETWEEN SCHOOL LEADERSHIP PRACTICES AND EGRA RESULTS, COHORT 5 (SY 17/18)

	Grade 2 Learners				Grade 3 Learners			
	Filipino		**English**		**Filipino**		**English**	
	fluency	comp.	fluency	comp.	fluency	comp.	fluency	comp.
Percent of days in the last month the principal was away from school								
Is there a PTA at this school? (1=Yes)					-.063*		-.062*	
In the last week, have you had a chance to check teacher's lessons plans? (1=Yes)	-.053*	-.087**		-.065*				
In the last week, have you had a chance to visit / observe classrooms? (1=Yes)	-.107**		-.117**	-.088**	-.063*		-.088**	
Does the school administration provide you enough support to effectively teach? (1=Yes)		-.061*			.092**		.107**	

*Correlations are significant at the >0.05 level (2-tailed)
**Correlations are significant at the >0.01 level (2-tailed)
Blanks denote no statistically significant association between variables.

IMPACT OF CLASSROOM ENVIRONMENT

To better understand variation in learner scores, differences in the classroom environment were also explored. Various classroom variables were analyzed for relationships with Grade 2 and Grade 3 EGRA results in Filipino and English. Classrooms were observed for various infrastructure and classroom environment factors indicative of a conducive learning environment for learners. As seen in the table, a statistically significant relationship was found between Grade 2 Filipino and English oral fluency measures and having an observed conducive learning environment such as having functional comfort rooms, blackboards, roofs, maintaining well-lit and ventilated classrooms, and providing sufficient reading and writing materials for learners. However, as seen in the table, the relationship was weak.

Teachers were also asked about student attendance in their class. A positive relationship was seen between classrooms with higher percentages of students who attend every day and higher Filipino and English scores in Grades 2 and 3. Additionally, a relationship was observed between classrooms with higher percentages of repeaters and learners attending remedial reading and lower Filipino and English scores.

TABLE 19. CORRELATIONS OF CLASSROOM INFRASTRUCTURE AND ENVIRONMENT WITH FILIPINO AND ENGLISH EGRA RESULTS FOR COHORT 5 (SY 17/18)

	Grade 2 Learners				Grade 3 Learners			
	Filipino		**English**		**Filipino**		**English**	
	fluency	comp.	fluency	comp.	fluency	comp.	fluency	comp.
Classroom Infrastructure and Environment Observation Index[26]	.072**		.073**			-.082**		
Percent of students in your class who come to school every day	.147**	.119**	.178**	.095**		.081**	.069**	.091**
Percent of students in your class who are repeating this grade		-.123**					.069**	
Percent of students in your class who regularly attend remedial reading time	-.099**		-.125**		-.071**		-.068**	

*Correlations are significant at the >0.05 level (2-tailed) **Correlations are significant at the >0.01 level (2-tailed)
Blanks denote no statistically significant association between variables.

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[26] Assessors observed classrooms for eight criteria: functional comfort rooms for boys and girls, roof in good condition, functional blackboard, clean, well-ventilated classroom, well-lit classroom, sufficient desks, sufficient writing materials, and a reading corner/classroom library for learners. Each criteria was scored by assessors using the following scale: (2=Yes, completely, 1= Yes, somewhat, 0=No). Scores for each criteria were summed to create the classroom infrastructure and environment observation index, which ranged from zero to sixteen points.

7. CONCLUSIONS AND RECOMMENDATIONS

Evidence demonstrates that the Basa approach to literacy instruction is effective in improving early grade learners' reading skills. In the fourth year of Basa implementation, Grade 2 learners who benefitted from the Basa intervention performed better on key measures of literacy, such as Filipino oral reading fluency and timed reading comprehension, than students before Basa. By the end of Grade 2, after one full year of reading instruction in Filipino, students are demonstrating beginning reading skills in Filipino. Results have also shown that after four years of Basa, greater numbers of Grade 2 students are meeting DepEd fluency benchmarks than prior to the Basa intervention. The proportion of learners meeting the 40 wcpm Filipino fluency benchmark and the timed reading comprehension benchmark has increased significantly from Cohort 1 to Cohort 5. The results of the assessments show that, after four years of Basa, approximately twelve percent more Grade 2 students are meeting the Filipino oral reading fluency benchmark and approximately, nineteen percent more are meeting timed reading comprehension benchmarks.[27]

By the end of Grade 3, results show that students are fairly proficient Filipino readers with the majority attaining both the fluency and untimed reading comprehension benchmarks set by DepEd. This suggests that most students are ready to transition to Filipino as the primary language of instruction in most subjects in Grade 4. However, by the end of Grade 3 there is still a significant proportion of students who do not demonstrate that they understand what they read in English. This indicates that more must be done to help prepare students to learn math and science in English in Grade 4.

It is also concerning that in Grade 2, girls are showing larger improvements as a result of the intervention compared to boys. This persistent gender gap in Filipino and English remains an issue in Grade 3, where the gender gap is largely unchanged from Grade 2. These results, suggest that there has been little progress in closing the gender gap from Grade 2 to Grade 3; boys continue to fall behind girls in Filipino and English. Results also showed that boys have

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[27] Change in the proportion of students meeting untimed reading comprehension benchmarks is unavailable because the untimed reading comprehension subtest was not implemented at baseline.

lower teacher-reported attendance rates and higher grade repetition rates. This gap may be linked to findings that teachers demonstrate and report gender biases in their beliefs. The majority of teachers reported that they found it easier to teach girls to read than boys, which reveals a potential gender bias among teachers. As noted in prior research on gender gaps in achievement, boys consistently underperform girls in school starting from early education through the upper grades, and reversing this trend will require sustained and focused attention.

Parental literacy, parent/family involvement in their child's education (checking homework and reading stories), and teacher's feeling supported by their school administration were also found to have significant positive associations with student performance. These findings suggest that regular participation of all parents in their children's learning may help improve student performance.

RECOMMENDATIONS

USAID's provision of early grade reading support through Basa Pilipinas has helped to improve Grade 2 children's reading skills when compared to pre-Basa levels. Beyond improved average scores, the proportion of children meeting DepEd-set Filipino reading benchmarks has also grown when compared to baseline levels. Grade 3 learners also seem to be on the right track in terms of mastering Filipino reading skills, though the same is not yet true for English reading. With DepEd's nationwide adoption of Basa teaching and learning materials, it is hoped that similar results can also be generated among more learners across the country.

While progress is clear, more can be done to address issues and gaps that remain in the attainment of improved literacy and learning outcomes for all. In light of these findings, Basa Pilipinas recommends the following actions:

1. ***Provide more support to Grade 4 learners transitioning to learning Math and Science content in English.*** Given that learners are still less proficient in English than Filipino at the end of Grade 3, Grade 4 teachers will need to ensure that they can scaffold and support children's learning in subjects taught in this language by the fourth grade. Science and math teachers may need to incorporate literacy-in-the-content-areas and English language learning approaches, such as content vocabulary unlocking, think-alouds, graphic organizers to scaffold learning, think-pair-share activities, etc.

2. ***Explore additional ways of improving English language acquisition in the earlier grades.*** Grade 1-3 learners may benefit from expanded oral language development activities, extended conversations, exposure to supplementary books that touch on science and math content in child-friendly ways, among others.

3. ***Test out additional strategies that can increase boys' achievement in reading in the early grades.*** The consistent underperformance of boys in their literacy outcomes demands creative approaches and strategies that can get boys more engaged and interested in reading. For example:

   a. Disseminate and promote discussion among policymakers, school administrators, teacher and parents of the data on gender differences in educational attainment to dispel the myth that "boys will catch up".
   b. Promote more explicit discussion of how gender dynamics within the classroom affect learning in teacher training, and increase teachers' awareness of how their own interactions with students might reinforce stereotypical attitudes and practices that affect learning outcomes.
   c. While continuing to focus on the importance of differentiated instruction to meet the individual needs of all learners, ensure that teaching and learning materials and lesson plans have learning activities that also engage boys. This includes ensuring that reading material is free of gender stereotypes and addresses topics of interest to boys and girls. In the classroom, promote active learning strategies and introduce innovative teaching methods in reading instruction, which could include the use of technology . Expand time for reading instruction across the curriculum and in remedial reading time.
   d. Use DepEd's 2017 Gender Responsive Basic Education Policy to engage schools, teachers and parents in raising awareness about and providing solutions to the achievement gap between boys and girls.

4. ***Provide teachers and principals with the tools to engage parents in supporting children's language and literacy learning at home.*** Findings from this report suggest that regular participation of all parents in their children's learning may help improve student performance. Schools should be encouraged to continue efforts to communicate with parents on simple things they can do at home to bolster children's reading skills. These include engaging in extended conversations about books or other content they encounter at home, asking children to read to or with them, and encouraging them to practice writing and reading as part of daily household tasks and chores.

ANNEXES

ANNEX 1. METHODOLOGY

DESIGN

To gather information on reading performance of Grade 2 and Grade 3 learners in Basa targeted regions, as well as to provide information on the context of early grade reading instruction in the Philippines, Basa conducted annual early grade reading assessments with a random sample of learners beginning before the Basa intervention was rolled out in school year 2013/14 and subsequently each year thereafter to measure change in reading performance associated with the Basa intervention. The purpose of this evaluation study was to: 1) measure changes in Grade 2 student achievement associated with the Basa intervention; 2) measure changes in Grade 2 and Grade 3 student achievement from SY 2016/17 to SY 2017/18; 3) measure growth in reading performance from Grade 2 to Grade 3 in Filipino and English. Specifically, the evaluation study was designed to answer the following questions:

1. After four years of the Basa intervention, do students, both male and female, demonstrate improved reading and comprehension skills in Filipino at the end of Grade 2?
2. Do Grade 2 and Grade 3 students, both male and female, demonstrate improvement in reading and comprehension skills from SY 2016/17 to SY 2017/18 in Filipino and English?
3. Do Grade 3 students, both male and female, show higher proficiency in Filipino and English reading when compared to Grade 2 students?

To answer these research questions on student progress, the evaluation study followed a quasi-experimental, cross-sectional design, which is recommended by the USAID Education Strategy. Cross-sectional design belongs to the family of quasi-experimental designs and is widely accepted as a rigorous methodology by education researchers worldwide. In the cross-sectional design, samples of learners from different cohorts are tested in the same time in the school year and results are compared. The Basa outcome evaluation was designed and carried out at four points in time:

- *Cohort 1*: Before the Basa intervention (SY 13/14);
- *Cohort 2*: after one year of Basa intervention (SY 14/15);
- *Cohort 3*: after two years of Basa intervention (SY 15/16);
- *Cohort 4*: after three years of Basa intervention (SY 16/17), and
- *Cohort 5*: after four years of Basa intervention (SY 17/18)

In 2013/14 before the full Basa intervention began, a comparison cohort (**Cohort 1**) of Grade 2 students in a sample of schools in Cebu and La Union was assessed in reading (Filipino) at

the end of the school year to measure reading performance prior to the Basa intervention.[28] In total, 40 schools were selected to participate in the evaluation. The subsequent year (**Cohort 2** - SY 2014/15), after one year of the Basa intervention, the evaluation was expanded to additional schools in Cebu and La Union, as well as to schools in Ilocos Norte, Ilocos Sur and Bohol to provide a more complete picture of Basa outcomes. In total, 80 schools were randomly selected to participate in the 2014/15 evaluation study, in which Grade 2 learners were assessed in Filipino and English. During SY 2015/16 (**Cohort 3**), SY 2016/17 (**Cohort 4**), and SY 2017/18 after two, three, and four years of Basa intervention, respectively, a random sample of Grade 2 and Grade 3 students (Cohort 3) were assessed in Filipino and English in the same sample of schools assessed during SY 2013/14 and SY 2014/15 (120 schools).

To answer the *first evaluation question*, this report focuses on assessing improvement in Filipino reading skills of Grade 2 students after four years of Basa intervention, comparing results from Cohort 1 (SY 13/14), before the Basa intervention, and Cohort 5 (SY 17/18) after four years of Basa. Comparisons of Cohort 1 results to Cohort 2 (14/15), Cohort 3 (15/16), and Cohort 4 (16/17) were discussed in previous reports[29], and as such, will not be discussed in this report. To answer the *second evaluation question*, Grade 2 and Grade 3 Filipino and English results from Cohort 4 (SY 2016/17) and Cohort 5 (SY 2017/18) are compared. To answer the *third evaluation question*, Cohort 5 Filipino and English results are compared across grade to assess growth in reading performance between Grade 2 and 3.

The table below summarizes the evaluation study design and tools used in the evaluation.

Evaluation Question	Tools Used
1. After four years of the Basa intervention, do students, both male and female, demonstrate improved reading and comprehension skills in Filipino at the end of Grade 2?	Electronic Early Grade Reading Assessment (eEGRA) tests in Filipino with a random sample of Grade 2 learners in study schools in Cohort 1 (SY 13/14), Cohort 2 (SY 14/15), Cohort 3 (SY 15/16), Cohort 4 (SY 16/17), and Cohort 5 (SY 17/18)
2. Do Grade 2 and Grade 3 students, both male and female, demonstrate improvement in reading and comprehension skills from SY 2016/17 to SY 2017/18 in Filipino and English?	Electronic Early Grade Reading Assessment (eEGRA) tests in Filipino and English with a random sample of Grade 2 and Grade 3 learners in study schools in Cohort 4 (16/17) and Cohort 5 (SY 17/18)

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[28] To justify the use of the comparison group in Cebu and La Union for the intervention group (all five provinces) baseline equivalence analysis was conducted in 2015. Analysis showed that the comparison of SY 2013/14 and SY 2015/16 baseline results met baseline equivalence, according to WWC guidelines. Given these results, the comparison group was deemed a legitimate comparison group for comparison with intervention results in all five provinces.

[29] Comparisons of Grade 2 Filipino EGRA results from Cohort 1 (SY 13/14) to Cohort 2 (SY 14/15), Cohort 3 (Cohort 15/16), and Cohort 4 (16/17) were previously reported in *2013/14 Basa Evaluation Report* and the *Final Outcome Evaluation Report: 2013-2017*, respectively. These comparisons will not be reported in this report. Detailed EGRA results for all four cohorts can be found in Annex 3.

3. Do Grade 3 students, both male and female, show higher proficiency in Filipino and English reading when compared to Grade 2 students?	In Cohort 5 ((SY 17/18), Electronic Early Grade Reading Assessment (eEGRA) tests in Filipino and English with a random sample of Grade 2 and Grade 3 learners in sample schools

A package of supplementary tools (Classroom Monitoring Checklist, which is comprised of a teacher questionnaire and a brief Principal SSME survey) was administered in SY 2017/18 (Cohort 5) to provide contextual information about the school and classroom environment.

SAMPLE

Sampling was conducted at three levels: 1) school, 2) classrooms, and 3) student. The **school sample** used for the Basa evaluation activities was drawn randomly from the project's five regions: Cebu, La Union, Bohol and Ilocos Norte/Sur, excluding schools with multi-grade or combination classrooms. For Cohort 1 (2013/14), 20 schools in both Cebu and La Union were randomly selected to be included in the evaluation. For Cohort 2 (2014/15), only schools receiving direct interventions from the Basa project with activities in teachers training, curriculum development, provision of learning materials, and other targeted support were included in the sample. In all, 20 intervention schools from each province, La Union, Cebu, Ilocos Norte/Sur and Bohol were randomly selected to be included in the evaluation for a total of 80 schools. For Cohort 3 (2015/16), Cohort 4 (2016/17), and Cohort 5 (2017/18) samples, the same sample of 20 schools selected for Cohort 1 and the 80 schools selected for Cohort 2 were included in the evaluation[30]. In Cohort 5, a principal survey was administered with each principal/head teacher in each sampled school.

At the second level of sampling, for all Cohorts, one Grade 2 **classroom** was selected randomly from the total number of Grade 2 classrooms at the school (i.e. one grade 2 from 5 total classrooms). Additionally, during Cohort 3, Cohort 4, and Cohort 5, one Grade 3 classroom was selected randomly from each school. The teachers from selected classrooms were interviewed[31].

Finally, a random sample of **students** were selected from within the sampled classroom. Using Optimal Designs software, the student sample was determined by the following sampling parameters: Independent t-test, two tail, effect size .25 (small), alpha = 0.025, Power = 80% and Attrition=15%. Analyses revealed a needed sample size of 20 schools/classrooms per province. For Cohort 1 (SY 2013/14), a minimum of 10 students were selected from each of the 40 sample classrooms, while for Cohort 2 (SY 2014/15), 13-15 students were selected from each of the 80 sample classrooms to account for expected attrition. For Cohort 3 (SY 2015/16), Cohort 4 (SY 2016/17), and Cohort 5 (SY 2017/18), 12-14 students were randomly selected

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[30] For Cohort 5, one school in the sample in Cebu was dropped form the sample due to security and safety concerns.

[31] For Cohorts 1 and 2, teachers were interviewed using the BIPI Survey. For Cohort 3, teachers were interviewed using a Classroom Monitoring Checklist protocol that included a brief teacher interview.

from each of the 120 Grade 2 classrooms. Additionally, 12-14 students were randomly selected in the selected Grade 3 classroom to be included in the evaluation. Equal numbers of male and female students were selected as much as possible. The table below maps out the complete student sample by cohort and grade.

TABLE A-1. STUDENT SAMPLE BY COHORT AND GRADE

| Cohort | Evaluation Sample | | | | |
	Divisions	Test	# of schools	# of Grade 2 students	# of Grade 3 students
Cohort 1 (SY 13/14)	Cebu & La Union	Filipino EGRA	40	469	--
Cohort 2 (SY 14/15)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	Filipino & English EGRA	80	1,216	--
Cohort 3 (SY 15/16)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	Filipino & English EGRA	118	1,658	1,597
Cohort 4 (SY 16/17)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	Filipino & English EGRA	120	1,680	1,677
Cohort 5[32] (SY 17/18)	Bohol, Cebu, Ilocos Norte, Ilocos Sur & La Union	Filipino & English EGRA	119	1,645	1,651

Additionally, during Cohort 5 (SY 2017/18), surveys were conducted with principals/head teachers and Grade 2 and Grade 3 teachers. In some schools, principals and/or teachers were unavailable for interviewing. The table below shows the final sample evaluation sample for Cohort 5 (SY 2017/18) data collection activities reported in this report.

TABLE A-2. COHORT 5 (SY 2017/18) EVALUATION SAMPLE, BY DIVISION

| Division | Schools | Principals surveyed | GRADE 2 | | GRADE 3 | |
			Grade 2 teachers	Grade 2 students	Grade 3 teachers	Grade 3 students
Bohol	20	18	20	277	20	278
Cebu	39	37	38	531	38	534
Ilocos Norte/ Sur	20	16	20	278	16	279
La Union	40	33	38	559	38	560
TOTAL	**119**	**104**	**116**	**1,645**	**112**	**1,651**

To enable the computation of estimates of literacy skills among students in *all* schools affected by the Basa intervention, post-stratification weights were applied to the analyses of EGRA data. Post-stratification weights were applied to compensate for differences in provincial sampling and to ensure an appropriate representation of learners in all divisions in the sample. Data on the population of total number of Basa schools by division was used to construct the post-stratification weights at the school-level for the study sample. Distributions of Basa schools

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[32] For Cohort 5, one school in the sample in Cebu was dropped form the sample due to security and safety concerns.

across strata (division) were used to adjust the study sample to conform to the population's parameters using post-stratification weights.

DATA COLLECTION TOOLS

In order to gather data needed to answer the specified research questions, several tools were used to collect data used in this study. The timeframe and number of administrators varied by the tool. Detailed descriptions of the data collection tools can be found below.

Classroom Monitoring Checklist. The Classroom Monitoring Checklist captures data on the classroom, as well as teacher instructional practices and beliefs. The checklist was administered during school visits during the administration of the EGRA in January/February 2018. The tool is comprised of two components: 1) Observation of the Classroom Infrastructure and Environment; and 2) Teacher Interview. For the Classroom infrastructure and environment observation, assessors were to observe and rate Grade 2 and Grade 3 classrooms that they were conducting EGRA assessments in for quality of infrastructure and resources (books, desks, chalkboards, Basa-provided materials etc.). The second component of the Classroom Monitoring Checklist is the teacher interview, which was completed during the class break. Teachers were asked to provide details about any training they have attended, learners in their classroom (class size, attendance, repeaters, remedial reading), teacher's beliefs about teaching reading, their current teaching practices, including lesson planning and preparation as well as comments on Basa provided teaching and learning materials. Classroom Monitoring Checklist data was collected and processed using SurveyToGo software.

Principal Snapshot for School Management Effectiveness (SSME) Survey. The Principal SSME Survey captures data on the school environment and school management practices. The Principal Survey[33] was designed to capture information on: 1) the teaching and learning demographic, 2) the school manager's background and characteristics, 3) school policies, practices, and monitoring, 4) the reading environment, 5) parent and community involvement, and 6) disabilities and gender policies and practices.The Principal Survey was administered one-on-one with principals who were present at the time of data collection in January/February 2018 in study schools. The survey data was collected on tablets and processed in the SurveyToGo system.

Student Context Interview. In order to collect basic demographic data as well as information about a pupil's educational background and opportunities for reading, a student context interview was administered prior to administration of the EGRA. The interview protocol included questions in the following subject areas: language(s) spoken at home and at school; household items and parental occupation; availability of books in the pupil's home and their subject areas and languages; availability of reading support at home from a parent or other

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[33] Note that the Principal's Survey used was modeled on the Snapshot for School Effectiveness tools used in a number of different countries. RTI was not using a Principals' Survey in Philippines at the time of data collection, so Basa developed its own tool.

adult or family member; opportunities for reading in school; and educational background, specifically whether the pupil attended kindergarten. The student context interview provides potentially useful information. However, the information obtained must be considered with care as it is based on self-reports of young children. Data were collected electronically using tablets and was processed using SurveyToGo software.

Early Grade Reading Assessment (EGRA). In order to assess student reading proficiency, Basa utilized the Early Grade Reading Assessment (EGRA) tool. EGRA is a standardized reading test that assesses early reading skills, from basic skills such as phonemic awareness and letter sounds, to more sophisticated reading measures such as fluency and comprehension. Basa utilized Grade 2 EGRA tests developed in English by RTI in this evaluation. The Grade 2 EGRA[34] adapted for the Filipino language by RTI was used at the end of the school year in SY 2013/14; SY 2014/15; SY 2015/16, SY 2016/17 and SY 2017/18. Two versions of the Grade 2 Filipino EGRA were developed; version A was administered in SY 2013/14, SY 15/16, SY 16/17, and SY 17/18, and version B was administered in SY 2014/15. The Grade 2 English EGRA was administered in SY 2014/15 (Cohort 2), SY 2015/16 (Cohort 3), SY 2016/17 (Cohort 4), and SY 2017/18 (Cohort 5).

For Grade 3, in SY 2015/16 (Cohort 3) the Basa team developed and used a shortened version of the EGRA[35] tool in Filipino and English that was modified from the Grade 2 tests which included 5 subtests per language, for Grade 3 learners rather than the full version, which includes 8 subtests per language. The same test was administered again in SY 2016/17 (Cohort 4) and in SY 2017/18 (Cohort 5). For the Filipino Grade 3 test, all subtests were different than the Grade 2 EGRA, with the exception of the dictation subtest. The Grade 3 reading passage was adapted from a passage developed by RTI in English and was adapted for the Filipino language to align with a Grade 3 Leveled Reader at the I/J level as per curriculum standards. The English EGRA for Grade 2 and Grade 3 were the same for three out of five subtests (Familiar Word Reading, Listening Comprehension and Dictation). Similar to the Grade 3 EGRA, the English reading passage was adapted to align with a Grade 3 Leveled Reader. Grade 3 EGRA tests were piloted in January 2014.

EGRA is a diagnostic instrument designed to assess the foundation skills for literacy acquisition for the early grades according to the following subtests:

1. *Initial sound identification* assessed student's phonemic awareness (the ability to explicitly identify and manipulate the sounds of language). Phonemic awareness has been found to be one of the most robust predictors of reading acquisition and is often used to identify students at risk for reading difficulties in the primary grades in developed countries. In this subtask, students were asked to listen to a word and

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[34] See Annex 3 for the summary of EGRA subtests.
[35] Grade 3 EGRA tests in Filipino and English only included the following subtests: Familiar Word Reading, Oral Passage Reading and Comprehension, Listening Comprehension and Dictation.

identify the first sound in that word. After two practice items, students were given ten test items. This subtest was not timed.

2. *Letter sounds* assessed students' knowledge of the sounds that the letters of Filipino alphabet make. Students were presented with a random mix of 100 upper case and lower case letters of the alphabet, and asked to identify what sounds those letters make. Only letter sounds, not letter names, constituted correct answers. The test was timed at 60 seconds; the score was the number of correct letters per minute.

3. *Familiar word reading* assessed student's skill at reading high-frequency words. Recognizing familiar words is critical for developing reading fluency. In this timed subtask, students were presented a chart of 50 familiar words. Students were asked to read as many words as they could. The subtest was timed at 60 seconds and yielded a score of percent correct and correct words per minute.

4. *Simple non-word decoding* assessed student's skills in decoding words they could not have memorized. Tested students were asked to decode a list of 50 pronounceable nonsensical words that followed legal spelling patterns of Filipino for the Filipino EGRA test or English for the English EGRA test. Students were asked to decode as many invented words as they could within 60 seconds. The scores were percent correct and correct words per minute.

5. *Oral passage reading* assessed student's fluency in reading a simple connected text aloud and their ability to understand what they had read. The passage length varied, with 55 words in the Filipino version and 60 words in the English version. The subtest was timed at 60 seconds and yielded a score of correct words per minute. In addition to determining the fluency of reading, data collectors marked a prosody score for each student on a four-point scale, from "word by word, slow, laborious" (1) to "fluent, with expression to mark punctuation and/or direct speech" (4).

6. *Reading comprehension* indicates how well the students understood what they read. After the students finished reading the oral reading passage, or the minute ended, the passage was removed and students were asked five questions with varying difficulty about the passage they just read, but primarily locator.

7. *Listening comprehension* is considered to be an important skill for reading comprehension. In this subtask, the test administrator read a passage to students. Students were then asked questions about that passage. The number of questions asked varied by test; comparisons across cohort for Listening Comprehension should be cautioned. In SY 2013/14 and SY 2014/15 three questions were asked in the Filipino version, while in SY 2015/16, SY 2016/17, and SY 2017/18, five listening comprehension questions were asked. In English, five questions were asked. This subtest was not timed.

8. *Dictation* was designed to assess student's skill at spelling and basic writing rules, such as capitalization, punctuation, text direction, and spacing between words. The data collector read a short sentence to the students and students attempted to write the sentence. The data collector scored the dictation results after the child was finished with the test. This subtest was not timed.

EGRA was programmed into tablets using SurveyToGo software, and sampled students were tested on a one-on-one basis by a trained assessor using a tablet.

EGRA Reliability Analysis. A statistical analysis of test reliability is used to describe an internal consistency of the test, and is based on the correlations between different items (subtests). Internal consistency of the test is measured with Cronbach's alpha, which is the result of pairwise correlations between items. Cronbach's alpha ranges from zero to 1, where zero denotes an absence of any correlation across items on the test, and 1 denotes a perfect correlation across items. A typical and acceptable range for Cronbach's alpha is above .8. A good internal consistency of a literacy assessment means that a child who scores higher on some items would also score higher on other items in the test. A test of internal consistency of *EGRA* in SY 2017/18 found that the overall test reliability was relatively high (Cronbach's alpha = .892 for the Grade 2 Filipino and .884 for the English test. Similarly, for Grade 3, the test reliability was relatively high with a Cronbach's alpha of .858 for the Grade 3 Filipino test and .863 for the Grade 3 English test.

For Grade 2, the item level analysis showed that for Filipino, initial sound identification and listening comprehension did not correlate well with other items. If removed from the test, the Cronbach's alpha would go up to .895 and .897, respectively. Additionally, for the Grade 2 Filipino test, other subtests that were least correlated were the letter sounds and reading comprehension subtests. On the Grade 2 English EGRA, reading and listening comprehension were the least correlated with the other test items; if removed from the test, the Cronbach's alpha would go up to .887 and .884, respectively. Additionally, letter sounds and English phonemic awareness did not correlate well with other subtests (Cronbach's alpha = .597 and .605, respectively). Remaining items on the Filipino and English EGRA tests correlated very well with the rest of the test. For Grade 3, item level analysis showed that for both the Filipino and English test, listening comprehension was the least correlated with the other items. If removed from the test, the Cronbach's alpha would go up to .896 and .867 respectively. Similar to Grade 2, the remainder of items correlated well with the rest of the test.

TABLE A-3. GRADE 2 EGRA RELIABILITY, COHORT 5 (SY 2017/18)

	Filipino EGRA		English EGRA	
EGRA Subtests	Item-Total Correlation	Cronbach's Alpha if Item Deleted	Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Initial sound identification	.569	.895	.605	.879
2. Letter sounds	.615	.887	.597	.877
3. Familiar word reading	.836	.861	.831	.849
4. Nonsense word reading	.819	.866	.778	.857
5. Oral passage reading	.834	.862	.811	.853
6. Reading comprehension	.638	.884	.463	.887
7. Listening comprehension	.461	.897	.491	.885
8. Dictation	.750	.874	.753	.866

TABLE A-4. GRADE 3 EGRA RELIABILITY, COHORT 5 (SY 2017/18)

EGRA Subtests	Filipino EGRA		English EGRA	
	Item-Total Correlation	Cronbach's Alpha if Item Deleted	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Familiar word reading	.796	.796	.759	.815
Oral passage reading	.804	.795	.781	.812
Reading comprehension	.680	.828	.658	.851
Listening comprehension	.422	.896	.547	.867
Dictation	.745	.819	.744	.828

Overall, bivariate correlations between subtests for each test (English and Filipino) were found to be statistically significant for both Grades 2 and 3. For both grades, oral passage reading and Familiar Word reading was found to be highly correlated on both Filipino and English tests. Additionally, for Grade 2, on both tests, Familiar Word and Nonsense Word reading was found to be highly correlated; Nonsense words was also highly correlated with oral passage reading. For both Grades 2 and 3, oral passage reading was more highly correlated with reading comprehension in Filipino than in English. Tables A-5 through A-8 below show the results.

TABLE A-5. CORRELATIONS OF GRADE 2 FILIPINO EGRA SUBTEST COHORT 5 (SY 2017/18)

Filipino EGRA Subtests	ISI	Letter Sounds	Familiar Words	Nonsense Words	Oral Reading	Reading Comp.	Listening Comp.	Dictation
ISI	1							
Letter sounds	.603**	1						
Familiar words	.558**	.530**	1					
Nonsense word reading	.531**	.551**	.913**	1				
Oral passage reading	.540**	.519**	.939**	.920**	1			
Reading comprehension	.410**	.479**	.548**	.523**	.566**	1		
Listening comprehension	.347**	.403**	.362**	.357**	.373**	.529**	1	
Dictation	.578**	.490**	.838**	.800**	.815**	.445**	.346**	1

** Correlation is significant at the p<.001 level

TABLE A-6. CORRELATIONS OF GRADE 2 ENGLISH EGRA SUBTESTS FOR COHORT 5 (SY 2017/18)

English EGRA Subtests	ISI	Letter Sounds	Familiar Words	Nonsense Words	Oral Reading	Reading Comp.	Listening Comp.	Dictation
ISI	1							
Letter sounds	.618**	1						
Familiar words	.582**	.566**	1					
Nonsense word reading	.527**	.574**	.886**	1				

Oral passage reading	.595**	.560**	.918**	.823**	1			
Reading comprehension	.332**	.310**	.348**	.316**	.357**	1		
Listening comprehension	.375**	.341**	.399**	.371**	.375**	.513**	1	
Dictation	.559**	.513**	.770**	.731**	.727**	.389**	.469**	1

** Correlation is significant at the p<.001 level

TABLE A-7. CORRELATIONS OF GRADE 3 FILIPINO EGRA SUBTEST COHORT 5 (SY 2017/18)

Filipino EGRA Subtests	Familiar Words	Oral Reading	Reading Comp.	Listening Comp.	Dictation
Familiar words	1				
Oral passage reading	.952**	1			
Reading comprehension	.576**	.598**	1		
Listening comprehension	.338**	.340**	.508**	1	
Dictation	.830**	.820**	.540**	.380**	1

** Correlation is significant at the p<.001 level

TABLE A-8. CORRELATIONS OF GRADE 3 ENGLISH EGRA SUBTESTS FOR COHORT 5 (SY 2017/18)

English EGRA Subtests	Familiar Words	Oral Reading	Reading Comp.	Listening Comp.	Dictation
Familiar words	1				
Oral passage reading	.958**	1			
Reading comprehension	.504**	.521**	1		
Listening comprehension	.400**	.400**	.611**	1	
Dictation	.753**	.757**	.562**	.491**	1

** Correlation is significant at the p<.001 level

Student Assessment Intra-Class Correlation (ICC) Analysis. While there are many uses for the intra-class correlation coefficient (ICC), we looked specifically at its use to determine the amount of clustering in a nested design. The present assessment drew students from classrooms, so we looked at students nested within classrooms model.

As students within classrooms tend to be similar given the same instruction and teacher, their test scores cannot always be considered as statistically independent from each other. To examine the extent to which clustering impacts the data we calculated the intra-class correlation coefficient to calculate the clustering effect. The results of the EGRA assessment

data analysis for Cohort 2 (SY 2013/14) revealed the ICC for Filipino EGRA to be 0.1458, and for English EGRA to be 0.1762. For Cohort 3, results show ICC values of 0.1494 and 0.1503 for Grade 2 Filipino and English EGRA respectively. For Grade 3, ICC results were 0.1518 for the Filipino EGRA and 0.1769 for the English EGRA. For Cohort 4, results show ICC values of 0.1676 and 0.1902 for Grade 2 Filipino and English EGRA. For Grade 3, ICC results were 0.1968 and 0.1877 for Filipino and English respectively. ICC of this size suggest that a portion of variance can be explained at the classroom level.

DATA COLLECTION

To answer the project's research questions, data were conducted at four points of time:

- *Cohort 1*: Before the Basa intervention (SY 13/14);
- *Cohort 2*: After one year of Basa intervention (SY 14/15);
- *Cohort 3*: After two years of Basa intervention (SY 15/16);
- *Cohort 4*: After three years of Basa intervention (SY 16/17), and
- *Cohort 5*: After four years of Basa intervention (SY 17/18).

The figure below shows the timeline of evaluation activities for data presented in this report.

FIGURE A-71. TIMELINE OF BASA EVALUATION ACTIVITIES ACROSS COHORT
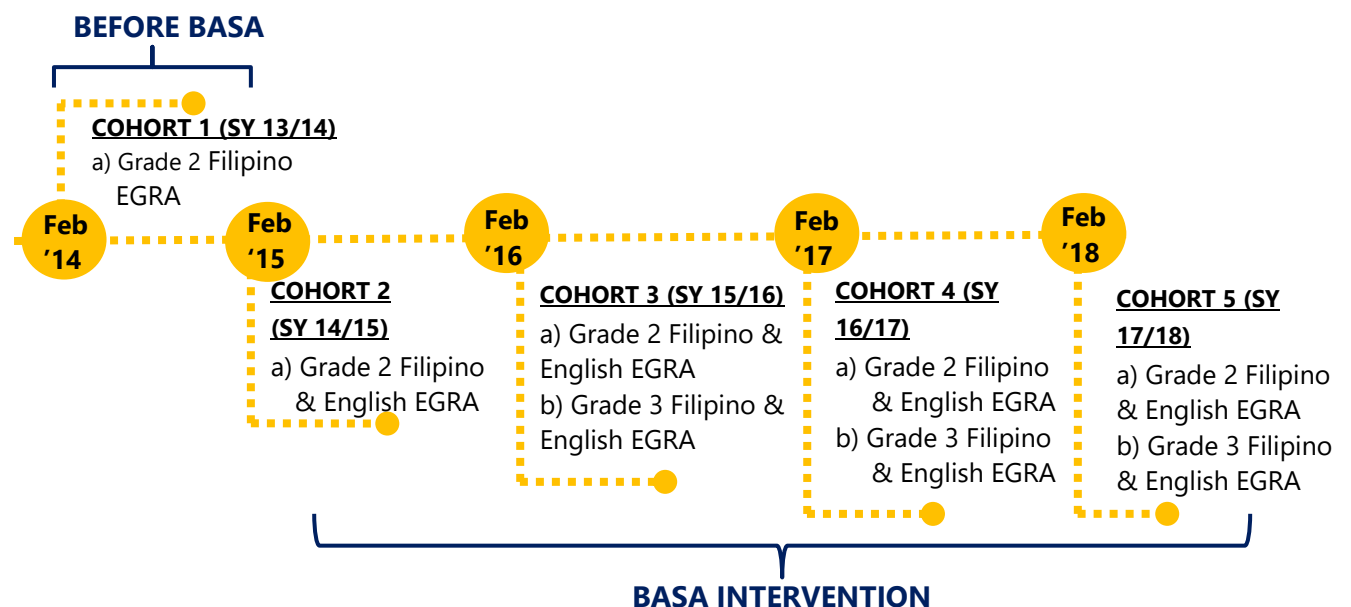
EGRA DATA COLLECTION

The *EGRA* was administered to Cohort 1 (SY 2013/14) during February 2014. Subsequently in February 2015, the EGRA was administered to Cohort 2 (SY 2014/15), in February/March 2016 to Cohort 3 (SY 2015/16), January/February 2017 to Cohort 4 (SY 2016/17) and in February/March 2018 to Cohort 5 (SY 2017/18). See Assessment schedule below.

TABLE A-9. ASSESSMENT SCHEDULE

	Grade	Assessment	Feb 2014	Feb 2015	Feb 2016	Feb 2017	Feb 2018
Cohort 1 (SY 13/14)	Grade 2	Filipino EGRA	X				
Cohort 2 (SY 14/15)	Grade 2	Filipino & English EGRA		X			
Cohort 3 (SY 15/16)	Grade 2 & Grade 3	Filipino & English EGRA			X		
Cohort 4 (SY 16/17)	Grade 2 & Grade 3	Filipino & English EGRA				X	
Cohort 5 (SY 17/18)	Grade 2 & Grade 3	Filipino & English EGRA					X

Assessors, supervised by BASA staff, participated in data collection. All assessors attended training in data collection procedures, including random selection of boys and girls from the classrooms for the student assessment.

To measure how well individual administrators graded the sub-tests similarly, inter-rater reliability (IRR) exercises were conducted during the training. All administrators took part in IRR exercises. During the group role play, administrators scored the mock child respondent and the trainer noted the variances in the scores for each of the subtests. Administrators with consistent discrepancies were given additional training, monitoring and support. Items with larger discrepancies were furthered reviewed with the larger group during practice sessions. In addition, during the practice testing with actual children, two administrators were paired together to score the same child respondent. Each administrator scored the respondent separately. At the end of the testing, the administrators compared scoring data and discussed discrepancies with the oversight of the trainers. Those administrators that were not consistent in their scoring by the end of training were not allowed to participate in the testing.

In addition, IRR during the actual data collection was conducted for all EGRA data collection activities. Overall, results from all three Cohorts showed strong reliability among data assessors. For Cohort 1 (SY 2013/14), IRR data was collected for 30 students who were tested by two assessors. The mean ICC score when EGRA data was collected at the end of the school year was .830, and the median was 1, which indicates very strong reliability.

For Cohort 2 (SY 2014/15), IRR was conducted on 166 students. IRR was consistent for both Grade 2 EGRA tests, which suggests that assessors consistently scored the same behaviors similarly regardless of the language the test was administered in, English or Filipino. The median was .995 for Filipino and .992 for English which again indicates very strong reliability.

For Cohort 3 (SY 2015/16), IRR was conducted with 235 Grade 2 learners and 137 Grade 3 learners in both Filipino and English during data collection. For Grade 2, the mean ICC score was 0.972 (median=0.999) for Filipino and 0.976 (median = 0.998) for English, which demonstrates strong reliability among assessors. Similarly, strong reliability among assessors was seen for Grade 3 EGRA data collection; results showed a mean ICC score of 0.979 (median=0.999) for Filipino and 0.979 (median =0.999) for English.

For Cohort 4 (SY 2016/17), IRR was conducted with 240 Grade 2 learners and 240 Grade 3 learners in both Filipino and English during data collection. For Grade 2, the mean ICC score was 0.978 (median=0.996) for Filipino and 0.963 (median = 0.995) for English, which demonstrates strong reliability among assessors. Similarly, strong reliability among assessors was seen for Grade 3 EGRA data collection; results showed a mean ICC score of 0.954 (median=0.999) for Filipino and English.

For Cohort 5 (SY 2017/18), IRR was conducted with 238 Grade 2 learners and 236 Grade 3 learners in both Filipino and English during data collection. For Grade 2, the mean ICC score was 0.983 (median=0.998) for Filipino and 0.974 (median=0.997) for English, which demonstrates strong reliability among assessors. Similarly, strong reliability among assessors was seen for Grade 3 EGRA data collection; results showed a mean ICC score of 0.980 (median=1.0) for Filipino and 0.988 (median=0.9995) for English.

DATA ANALYSIS

All collected data were cleaned by EDC M&E staff and analyzed using standard statistical techniques such as univariate and bivariate statistics as needed for different analytical purposes. The results were disaggregated by sex, and province, as appropriate. Univariate and multivariate statistical analyses for were conducted. Central tendency analysis (e.g. mean, median) were conducted for continuous demographic variables. Comparison of means statistical tests (independent samples *t*-test) were conducted to estimate differences between groups such as province, sex, and cohort where appropriate. Additionally, effect size (Cohen's d) calculations were calculated to assess magnitude of difference between groups (cohort and

sex). Bivariate statistical analyses (e.g., correlations) were conducted to examine the relationship between different variables.

LIMITATIONS

The assessment had some limitations. Since the evaluation design does not include random assignment of teachers and students into participant and non-participant groups to assess the true impact of the program, the attribution of the observed outcomes to the program will be limited since other factors may have contributed to the changes in the studied outcomes. In cross-sectional designs, major threats to validity[36] involve selection-history (when other events occur between cohorts that may impact one group but not the other), and selection-instrumentation (when the test used with cohorts is slightly different). Basa attempted to control for the selection-instrumentation bias by extensive pilot testing. Additionally, the study may have been impacted by sampling bias, given that safety and security concerns prevented data collection from one school in Cebu during data collection in SY 17/18, slightly lowering the sample size. This may undermine the external validity of the test and the ability of its results to be generalized to the larger Basa population. The other two threats relate to the passage of time and external events outside of control or knowledge of the study team. It is therefore unknown to what extent external factors may impact different cohorts.

Other limitations originate from the assessment's sampling strategy, particularly the fact that the Cohort 1 (SY 2013/14) sample was selected only from Cebu and La Union, while the samples for Cohort 2 (SY 2014/15), Cohort 3 (SY 2015/16), Cohort 4 (SY 2016/17), and Cohort 5 (SY 2017/18) were selected from all five provinces (Bohol, Cebu, Ilocos Norte, Ilocos Sur and La Union). To justify the use of Cohort 1 (data collected only Cebu and La Union) as a comparison for Cohorts 2, 3, 4, and 5 (data from all five provinces), a baseline equivalence analysis was conducted. According to WWC guidelines, the effect size difference (Cohen's d) between intervention and comparison group means at baseline should fall between 0 and 0.05 to satisfy baseline equivalence or between 0.05 and 0.25 (requires statistical adjustment to satisfy baseline equivalence. Analysis of Cohort 1 (SY 13/14) and Cohort 2 (SY 15/16) data showed that for all but one subtest (Letter Sounds) the effect size difference falls between 0.05 and 0.25, and as such meets baseline equivalence. Given these results, Cohort 1 (SY 13/14) was deemed a legitimate comparison group for comparison with Cohort 2 (SY 14/15), Cohort 3 (SY 15/16), Cohort 4 (SY 16/17), and Cohort 5 (SY 17/18) results in all five provinces.

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[36] W. Trochim, Research Methods Knowledge Base. Cornell University, 2006.

TABLE A-10. EFFECT SIZE (ES) DIFFERENCE BETWEEN INTERVENTION (ALL PROVINCES) AND COMPARISON COHORT (CEBU/LA UNION) MEANS AT BASELINE

Subtest	Effect size of baseline mean differences
Phonemic Awareness	0.2008
Letter Sounds	0.4759
Familiar Word Reading	0.0949
Nonsense Word Reading	0.1103
Oral Passage Reading	0.13
Reading Comprehension	-0.0512
Listening Comprehension	0.0719
Dictation	0.1471

Lastly, while the sample was stratified by province to ensure adequate representation of students across different provinces in the country, the province-level sub-samples are not large enough to be treated as separate samples. A much larger sample size would be required to enable such analyses.

ANNEX 2. EGRA SUBTESTS

TABLE A-11. GRADE 2 FILIPINO EGRA SUBTESTS

#	Description (Instrument)	Tasks/Max. Pts.	Reported %/wcpm	Timed
1	Initial sound identification	10 letters/sounds	percent: value / 10 * 100%	No
2	Letter Sound Knowledge	100 letters	percent: value * 1% lcpm: value / timer * 60	Yes (60 sec.)
3	Familiar Word Identification	50 words	percent: value / 50 * 100% wcpm: value / timer * 60	Yes (60 sec.)
4	Simple Non-word decoding	50 words	percent: value / 50 * 100% wcpm: value / timer * 60	Yes (60 sec.)
5A	Oral Passage Reading	64 words (Cohorts 1, 3 and 4)- SY 2013/14 ;SY 2015/16; SY 2016/17) 55 words (Cohort 2 – SY 2014/15)	percent: value / # of words in the text * 100% wcpm: value / timer * 60	Yes (60 sec.)
5B	Oral Reading Comprehension (after timed reading)	5 questions	percent: value / 5 * 100%	No
5C	Oral Reading Comprehension (after untimed reading)	5 questions	percent: value / 5 * 100%	No
6	Listening Comprehension	3 questions (Cohort 1 and 2 – SY13/14 and SY14/15) 5 questions (Cohort 3 – SY 15/16 and Cohort 4 – SY 16/17)	percent: value / 3 * 100% percent: value / 5 * 100%	No
7A	Dictation (spelling)	12 words (Filipino)	percent: value / 16 * 100%	No
7B	Dictation (conventions of text)	4		No

TABLE A-12. GRADE 2 ENGLISH EGRA SUBTESTS[37]

#	Description (Instrument)	Tasks/Max. Pts.	Reported %/wcpm	Timed
1	Initial sound identification	10 letters/sounds	percent: value / 10 * 100%	No
2	Letter Sound Knowledge	100 letters	percent: value * 1% lcpm: value / timer * 60	Yes (60 sec.)
3	Familiar Word Identification	50 words	percent: value / 50 * 100% wcpm: value / timer * 60	Yes (60 sec.)
4	Simple Non-word decoding	50 words	percent: value / 50 * 100% wcpm: value / timer * 60	Yes (60 sec.)
5A	Passage Reading	60 words (Cohorts 2, 3 and 4 – SY13/14 ; SY15/16 and SY16/17)	percent: value / 60 * 100% wcpm: value / timer * 60	Yes (60 sec.)
5B	Oral Reading Comprehension (after timed reading)	5 questions	percent: value / 5 * 100%	No
5C	Oral Reading Comprehension (after untimed reading)	5 questions	percent: value / 5 * 100%	No
6	Listening Comprehension	5 questions	percent: value / 5 * 100%	No
7A	Dictation (spelling)	13 words	percent: value / 17 * 100%	No
7B	Dictation (conventions of text)	4		No

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[37] The Grade 2 English EGRA was only administered for Cohort 2 (SY 2014/15); Cohort 3 (SY 2015/16), Cohort 4 (SY 2016/17) and Cohort 5 (SY 2017/18) at the end on the school year. The English EGRA was not administered for Cohort 1 (SY 2013/14).

TABLE A-13. GRADE 3 FILIPINO EGRA SUBTESTS[38]

#	Description (Instrument)	Tasks/Max. Pts.	Reported %/wcpm	Timed
1	Familiar Word Identification	50 words	percent: value / 50 * 100% wcpm: value / timer * 60	Yes (60 sec.)
2A	Oral Passage Reading	55 words	percent: value / # of words in the text * 100% wcpm: value / timer * 60	Yes (60 sec.)
2B	Oral Reading Comprehension (after timed reading	5 questions	percent: value / 5 * 100%	No
2C	Oral Reading Comprehension (after untimed reading)	5 questions	percent: value / 5 * 100%	No
3	Listening Comprehension	5 questions	percent: value / 5 * 100%	No
4A	Dictation (spelling)	12 words (Filipino)	percent: value / 16 * 100%	No
4B	Dictation (conventions of text)	4		No

TABLE A-14. GRADE 3 ENGLISH EGRA SUBTESTS

#	Description (Instrument)	Tasks/Max. Pts.	Reported %/wcpm	Timed
1	Familiar Word Identification	50 words	percent: value / 50 * 100% wcpm: value / timer * 60	Yes (60 sec.)
2A	Passage Reading	61 words	percent: value / 60 * 100% wcpm: value / timer * 60	Yes (60 sec.)
2B	Oral Reading Comprehension (after timed reading)	5 questions	percent: value / 5 * 100%	No
2C	Oral Reading Comprehension (after untimed reading)	5 questions	percent: value / 5 * 100%	No
3	Listening Comprehension	5 questions	percent: value / 5 * 100%	No
4A	Dictation (spelling)	13 words	percent: value / 17 * 100%	No
4B	Dictation (conventions of text)	4		No

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[38] Grade 3 EGRA was only administered in SY 2015/16 (Cohort 3), SY 2016/17 (Cohort 4) and SY 2017/18 (Cohort 5).

ANNEX 3. SUMMARY EGRA RESULTS

In the summary tables below, mean values are shown for each subtest for Grade 2 and Grade 3 Filipino and English EGRAs for all cohorts. A *95% confidence interval* is shown for average gains across cohort. *Mean* refers to the percentage of items answered correctly. Additionally, the percent of students that had zero scores on that sub-test is also shown. Note that design weights were applied to calculate EGRA results presented in this Annex in order to compensate for oversampling/under sampling at the provincial level and to ensure that results are representative of all provinces in the sample.

GRADE 2 EGRA RESULTS

DETAILED GRADE 2 FILIPINO EGRA RESULTS

TABLE A-15. OVERALL GRADE 2 FILIPINO EGRA RESULTS, BY SUBTEST AND COHORT

Filipino EGRA Subtests	Cohort 1 (SY 13/14)	Cohort 2 (SY 4/15)	Cohort 3 (SY 15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)	Change Cohort 1 to Cohort 5	Change Cohort 4 to Cohort 5	Effect size Cohort 1 to Cohort 5
Initial Sound Identification (pct correct)	57.6%	78.4%	72.1%	68.7%	62.8%	5.2% (±3.7%)	-5.9% (±2.4%)	0.16
Letter Sounds (pct correct)	19.1%	29.5%	24.1%	23.9%	25.0%	5.9% (±1.6%)	1% (±1.3%)	0.33
Letter Correct (per min)	19.2	29.5	24.3	24.0	25.0	5.8 (±1.6)	1 (±1.3)	0.32
Familiar Words (pct correct)	68.4%	73.4%	65.9%	64.5%	67.8%	-0.5% (±3.3%)	3.3% (±2.2%)	-0.02
Familiar Words Correct (per min)	37.5	41.9	35.3	35.2	37.7	0.2 (±2.2)	2.6 (±1.4)	0.01
Nonsense Words (pct correct)	46.2%	51.4%	46.8%	45.9%	48.5%	2.3% (±2.6%)	2.6% (±1.9%)	0.09
Nonsense Words Correct (per min)	23.2	26.0	23.6	23.2	24.8	1.5 (±1.4)	1.6 (±1)	0.11
Oral Passage Reading (pct correct)	56.1%	75.1%	58.7%	57.4%	60.3%	4.2% (±3.2%)	2.9% (±2.1%)	0.15
Words Correct in a Text (per min)	37.0	48.1	39.4	39.0	41.8	4.7 (±2.2)	2.7 (±1.7)	0.21
Prosody score	2.1	3.0	2.4	2.5	2.5	0.4 (±0.1)	0 (±0.1)	0.62
Reading Comprehension: timed (pct correct)	28.1%	42.4%	41.8%	39.1%	42.0%	13.9% (±2.9%)	2.9% (±2.3%)	0.47
Reading Comprehension: untimed (pct correct)	-	54.5%	50.9%	46.9%	50.0%	–	3.1% (±2.2%)	–
Listening Comprehension (pct correct)	49.1%	63.7%	34.7%	33.1%	33.6%	-15.5% (±3.7%)	0.5% (±1.9%)	-0.62
Dictation Composite (pct correct)	45.6%	61.9%	59.7%	63.3%	64.2%	18.6% (±2.7%)	0.9% (±1.7%)	0.83

TABLE A-16. GRADE 2 FILIPINO EGRA SUBTESTS – PERCENT OF LEARNERS WITH ZERO SCORES

Grade 2 Filipino Subtest	Percent of Learners with Zero Scores on Grade 2 Filipino EGRA Subtests						
	Cohort 1 (SY 13/14)	Cohort 2 (SY 4/15)	Cohort 3 (SY 15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)	Change in Zero Scores (Cohort 4, Cohort 5)	Change in Zero Scores (Cohort 1, Cohort 4)
Initial Sound Identification (pct correct)	12.9%	4.7%	8.7%	9.7%	14.3%	4.5% (±2.2%)	1.4% (±3.6%)
Letter Sounds (pct correct)	6.2%	1.7%	6.6%	9.8%	6.8%	-3.0% (±1.9%)	0.5% (±2.6%)
Letter Correct (per min)	6.2%	1.7%	6.6%	9.8%	6.8%	-3.0% (±1.9%)	0.5% (±2.6%)
Familiar Words (pct correct)	3.4%	3.6%	4.3%	4.4%	4.1%	0.3% (±1.4%)	0.6% (±2.0%)
Familiar Words Correct (per min)	3.4%	3.6%	4.3%	4.4%	4.1%	0.3% (±1.4%)	0.6% (±2.0%)
Nonsense Words (pct correct)	6.8%	7.5%	8.2%	8.0%	9.0%	1.1% (±1.4%)	2.3% (±2.9%)
Nonsense Words Correct (per min)	6.8%	7.5%	8.2%	8.0%	9.0%	1.1% (±1.4%)	2.3% (±2.9%)
Oral Passage Reading (pct correct)	4.4%	3.3%	4.7%	5.5%	5.4%	0.1% (±1.5%)	1.0% (±2.2%)
Words Correct in a Text (per min)	4.4%	3.3%	4.7%	5.5%	5.4%	0.1% (±1.5%)	1.0% (±2.2%)
Reading Comprehension: timed (pct correct)	29.9%	14.3%	20.8%	22.4%	21.6%	-0.8% (±2.9%)	-8.3% (±4.4%)
Reading Comprehension: untimed (pct correct)	--	11.6%	9.7%	12.4%	11.9%	-0.5% (±2.3%)	-
Listening Comprehension (pct correct)	28.3%	18.2%	22.3%	25.7%	26.6%	0.9% (±3.0%)	-1.8% (±4.6%)
Dictation Composite (pct correct)	5.3%	1.8%	5.4%	3.6%	3.0%	-0.5% (±1.2%)	-2.3% (±2.2%)

TABLE A-17. OVERALL GRADE 2 FILIPINO EGRA RESULTS, BY SEX AND COHORT

Filipino Subtest	Cohort 1 (SY 13/14)			Cohort 2 (SY 14/15)			Cohort 3 (SY 15/16)			Cohort 4 (SY 16/17)			Cohort 5 (SY 17/18)		
	Boys	Girls	Gap[39]	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Initial Sound Identification (percent correct)	55.7%	59.6%	3.9%	74.3%	82.7%	8.4%	67.6%	76.6%	9.0%	64.0%	73.4%	9.4%	58.3%	67.3%	9.0%
Letter Sounds(percent correct)	17.2%	21.0%	3.8%	26.4%	32.8%	6.4%	22.0%	26.3%	4.3%	21.1%	26.7%	5.6%	22.1%	27.9%	5.8%
Letter Correct (per min)	17.5	21.0	3.5	26.4	32.6	6.2	22.1	26.6	4.5	21.2	26.7	5.5	22.1	27.9	5.8
Familiar Words (percent correct)	61.4%	75.4%	14.0%	66%	81.2%	15.2%	57.4%	74.4%	17.0%	55.3%	73.6%	18.3%	60.5%	75.4%	14.9%
Familiar Words Correct (per min)	33.1	42.0	8.9	36.2	47.8	11.6	30.5	40.0	9.5	29.0	41.2	12.2	32.3	43.2	10.9
Nonsense Words (percent correct)	40.5%	52.0%	11.5%	44.4%	58.8%	14.4%	39.9%	53.6%	13.7%	38.1%	53.8%	15.7%	41.7%	55.5%	13.8%
Nonsense Words Correct (per min)	20.5	26.0	5.5	22.3	29.8	7.5	20.1	27.0	6.9	19.1	27.2	8.1	20.9	28.7	7.8
Oral Passage Reading (percent correct)	47.9%	64.3%	16.4%	67.7%	82.9%	15.2%	50.4%	66.9%	16.4%	48.4%	66.3%	17.9%	52.5%	68.3%	15.8%
Words Correct in a Text (per min)	31.3	42.8	11.5	40.6	55.8	15.2	33.7	45.2	11.5	32.0	45.9	13.9	34.9	48.8	13.9
Prosody score	1.8	2.3	0.5	2.8	3.2	0.4	2.1	2.6	0.5	2.3	2.8	0.5	2.3	2.7	0.4
Reading Comprehension (percent correct)	24.9%	31.2%	6.3%	39.6%	45.4%	5.8%	41.0%	42.5%	1.5%	37.2%	40.8%	3.6%	38.8%	45.1%	6.3%
Reading Comprehension: untimed (percent correct)	--	--	-	51.9%	57.2%	5.3%	50.4%	51.4%	1.0%	44.4%	49.2%	4.8%	47.3%	52.8%	5.5%
Listening Comprehension (percent correct)	50.0%	48.1%	1.9%	62.4%	65.1%	2.7%	32.5%	36.9%	4.4%	29.6%	36.5%	6.9%	30.4%	36.8%	6.4%
Dictation Composite (percent correct)	40.0%	51.3%	11.3%	56.0%	68.0%	12%	53.4%	65.9%	12.5%	57.2%	69.3%	12.1%	58.8%	69.7%	10.9%

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[39] The Gender gap is calculated by subtracting the average girls' score on each EGRA subtest by the average boys' scores.

TABLE A-18. GRADE 2 EGRA FILIPINO SUBTESTS SUMMARY, BY PROVINCE AND COHORT

Descriptive Statistics for Grade 2 Filipino Subtests, by Province						
Province	Subtest	Cohort 1 (SY13/14)	Cohort 2 (SY14/15)	Cohort 3 (SY15/16)	Cohort 4 (SY16/17)	Cohort 5 (SY 17/18)
BOHOL	Initial Sound Identification (percent correct)	-	82.1%	72.8%	79.5%	74.6%
	Letter Sounds (percent correct)	-	35.2%	27.7%	33.2%	36.3%
	Familiar Words (percent correct)	-	75.3%	68%	69.7%	75.6%
	Nonsense Words (percent correct)	-	53.5%	48.4%	50.2%	56.3%
	Oral Passage Reading (percent correct)	-	76.5%	60.9%	62.9%	68.9%
	Words Correct in a Text (per min)	-	49.9	41.7	44.5	50.3
	Prosody	-	2.9	2.4	2.6	2.6
	Reading Comprehension (percent correct)	-	51.1%	47.9%	46.2%	54.8%
	Listening Comprehension (percent correct)	-	68.7%	35.1%	36.3%	40.4%
	Dictation Composite (percent correct)	-	63.7%	55.3%	68.2%	68.5%
CEBU	Initial Sound Identification (percent correct)	61.4%	81.0%	84.1%	66.7%	60.4%
	Letter Sounds (percent correct)	19.4%	27.4%	26.1%	19.2%	19.1%
	Familiar Words (percent correct)	70.6%	76.1%	69.2%	64.3%	65.9%
	Nonsense Words (percent correct)	47.9%	53.3%	49.6%	45.8%	46.4%
	Oral Passage Reading (percent correct)	58.1%	78.0%	61.7%	56.9%	57.6%
	Words Correct in a Text (per min)	38.5	50.5	40.9	37.5	37.9
	Prosody	2.1	3.0	2.4	2.4	2.4
	Reading Comprehension (percent correct)	27.7%	43.9%	37.7%	32.6%	31.0%
	Listening Comprehension (percent correct)	44.3%	56.1%	32.0%	25.9%	23.7%
	Dictation Composite (percent correct)	48.2%	64.4%	66.2%	63.3%	65.2%

Province	Subtest	Cohort 1 (SY13/14)	Cohort 2 (SY14/15)	Cohort 3 (SY15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)
ILOCOS NORTE	Initial Sound Identification (percent correct)	-	68.7%	46.4%	44.2%	36.4%
	Letter Sounds (percent correct)	-	21.3%	12.5%	11.2%	11.9%
	Familiar Words (percent correct)	-	68.7%	54.7%	53.7%	58.4%
	Nonsense Words (percent correct)	-	48.4%	38%	37.3%	40.2%
	Oral Passage Reading (percent correct)	-	70.1%	46.3%	48.4%	49.7%
	Words Correct in a Text (per min)	-	44.6	30.1	31.5	34.0
	Prosody	-	3.0	2.2	2.4	2.5
	Reading Comprehension (percent correct)	-	49.3%	26.8%	26.5%	30.2%
	Listening Comprehension (percent correct)	-	71.1%	32.3%	31.4%	31.7%
	Dictation Composite (percent correct)	-	59.3%	46.8%	53.9%	57.2%
ILOCOS SUR	Initial Sound Identification (percent correct)	-	68.3%	55.5%	52%	45.5%
	Letter Sounds (percent correct)	-	23.1%	15.3%	14.7%	14.8%
	Familiar Words (percent correct)	-	68.7%	54%	53.4%	56.0%
	Nonsense Words (percent correct)	-	48.0%	38.5%	36%	37.9%
	Oral Passage Reading (percent correct)	-	70.4%	48.6%	46.1%	48.9%
	Words Correct in a Text (per min)	-	43.3	32.6	30.2	32.6
	Prosody	-	3.1	2.4	2.4	2.4
	Reading Comprehension (percent correct)	-	43.6%	32%	30.4%	28.7%
	Listening Comprehension (percent correct)	-	59.8%	33.6%	33.7%	33.1%
	Dictation Composite (percent correct)	-	56.9%	56.6%	56.3%	54.3%
LA UNION	Initial Sound Identification (percent correct)	46.6%	71.8%	56.7%	64%	56.9%
	Letter Sounds (percent correct)	18.3%	27.2%	18.4%	21.1%	20.0%
	Familiar Words (percent correct)	61.9%	65.7%	62.8%	61.6%	62.3%
	Nonsense Words (percent correct)	41.3%	44.1%	42.8%	44.2%	42.1%

Oral Passage Reading (percent correct)	50.2%	68.4%	55.2%	54.2%	54.3%
Words Correct in a Text (per min)	32.7	40.4	36.6	36.3	36.5
Prosody	1.8	3.0	2.3	2.7	2.5
Reading Comprehension (percent correct)	29.2%	46.9%	48.0%	47%	48.4%
Listening Comprehension (percent correct)	62.8%	71.3%	43.3%	44.1%	41.8%
Dictation Composite (percent correct)	38.1%	54.0%	60.9%	57.4%	58.0%

DETAILED GRADE 2 ENGLISH RESULTS

TABLE A-19. OVERALL GRADE 2 ENGLISH EGRA RESULTS, BY COHORT

English EGRA Subtests	Cohort 1 (SY 13/14)	Cohort 2 (SY 4/15)	Cohort 3 (SY 15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)	Change Cohort 2 to Cohort 5	Change Cohort 4 to Cohort 5	Effect size Cohort 2 to Cohort 5
Initial Sound Identification (pct correct)	--	73.1%	69.5%	63.5%	60.2%	-12.9% (±2.4%)	-3.3% (±2.4%)	-0.38
Letter Sounds (pct correct)	--	39.1%	34.2%	33.2%	34.5%	-4.6% (±1.5%)	1.4% (±1.5%)	-0.21
Letter Correct (per min)	--	39.1	34.2	33.2	34.7	-4.4 (±1.6)	1.5 (±1.5)	-0.20
Familiar Words (pct correct)	--	63.0%	56.7%	54.5%	59.9%	-3.2% (±2.7%)	5.4% (±2.5%)	-0.09
Familiar Words Correct (per min)	--	39.5	34.0	33.6	37.7	-1.7 (±2.1)	4.1 (±1.9)	-0.06
Nonsense Words (pct correct)	--	49.2%	42.7%	42.3%	44.3%	-4.9% (±2.2%)	2% (±2%)	-0.16
Nonsense Words Correct (per min)	--	25.9	21.9	21.9	23.2	-2.7 (±1.3)	1.3 (±1.1)	-0.16
Oral Passage Reading (pct correct)	--	72.4%	65.5%	63.7%	69.4%	-3.1% (±2.3%)	5.6% (±2.3%)	-0.10
Words Correct in a Text (per min)	--	58.1	40.4	49.9	55.4	-2.7 (±2.5)	5.5 (±2.3)	-0.08
Prosody score	--	2.8	2.3	2.6	2.6	-0.3 (±0.1)	0 (±0.1)	-0.30
Reading Comprehension: timed (pct correct)	--	15.9%	16.8%	16.5%	19.8%	3.9% (±1.8%)	3.3% (±1.8%)	0.16
Reading Comprehension: untimed (pct correct)	--	27.5%	27.9%	24.6%	28.1%	0.6% (±2.2%)	3.5% (±2%)	0.02
Listening Comprehension (pct correct)	--	17.6%	18.1%	17.4%	18.6%	1% (±1.9%)	1.2% (±1.8%)	0.04
Dictation Composite (pct correct)	--	36.2%	32.5%	34.5%	37.0%	0.8% (±1.6%)	2.5% (±1.4%)	0.04

TABLE A-20. GRADE 2 ENGLISH EGRA SUBTESTS – PERCENT OF LEARNERS WITH ZERO SCORES

Grade 2 English Subtest	Cohort 1 (SY 13/14)	Cohort 2 (SY 4/15)	Cohort 3 (SY 15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)	Change in Zero Scores (Cohort 2, Cohort 5)	Change in Zero Scores (Cohort 4, Cohort 5)
	Percent of Learners with Zero Scores on Grade 2 English EGRA Subtests						
Initial Sound Identification (pct correct)	--	7.4%	12.3%	15.6%	19.2%	11.8% (±2.4%)	3.6% (±2.6%)
Letter Sounds (pct correct)	--	1.2%	5.8%	7.6%	5.2%	4.0% (±1.5%)	-2.4% (±1.7%)
Letter Correct (per min)	--	1.2%	5.9%	7.6%	5.2%	4.0% (±1.5%)	-2.4% (±1.7%)
Familiar Words (pct correct)	--	9.1%	11.6%	14.2%	12.1%	2.9% (±2.3%)	-2.1% (±2.3%)
Familiar Words Correct (per min)	--	9.1%	11.6%	14.2%	12.1%	2.9% (±2.3%)	-2.1% (±2.3%)
Nonsense Words (pct correct)	--	8.4%	11.3%	12.0%	13.3%	4.9% (±2.3%)	1.4% (±2.3%)
Nonsense Words Correct (per min)	--	8.4%	11.3%	12.0%	13.3%	4.9% (±2.3%)	1.4% (±2.3%)
Oral Passage Reading (pct correct)	--	2.0%	6.5%	8%	6.1%	4.1% (±1.4%)	-1.9% (±1.7%)
Words Correct in a Text (per min)	--	2.0%	6.5%	8%	6.1%	4.1% (±1.4%)	-1.9% (±1.7%)
Reading Comprehension: timed (pct correct)		49.5%	49.8%	53.5%	52.5%	3.0% (±3.8%)	-1.0% (±3.5%)
Reading Comprehension: untimed (pct correct)	--	33.1%	29.1%	36.2%	35.2%	2.1% (±3.6%)	-1.0% (±3.4%)
Listening Comprehension (pct correct)	--	56.3%	52.3%	57.6%	55.5%	-0.8% (±3.7%)	-2.2% (±3.4%)
Dictation Composite (pct correct)	--	2.4%	6.2%	4.1%	3.7%	1.4% (±1.3%)	-0.4% (±1.3%)

TABLE A-21. GRADE 2 ENGLISH EGRA RESULTS, BY SEX AND COHORT

English Subtest	Cohort 1 (SY 13/14)			Cohort 2 (SY 14/15)			Cohort 3 (SY 15/16)			Cohort 4 (SY 16/17)			Cohort 5 (SY 17/18)		
	Boys	Girls	Gap[40]	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Initial Sound Identification (percent correct)	--	--	--	57.6%	69.3%	11.7%	64.7%	74.4%	9.7%	57.6%	69.3%	11.7%	55.5%	64.9%	9.4%
Letter Sounds(percent correct)	--	--	--	29.1%	37.2%	8.1%	30.9%	37.5%	6.6%	29.1%	37.2%	8.1%	30.4%	38.8%	8.4%
Letter Correct (per min)	--	--	--	29.1	37.2	8.1	30.9	37.5	6.6	29.1	37.2	8.1	30.4	39.1	8.7
Familiar Words (percent correct)	--	--	--	44.4%	64.5%	20.1%	46.9%	66.4%	19.5%	44.4%	64.5%	20.1%	51.4%	68.5%	17.1%
Familiar Words Correct (per min)	--	--	--	26.0	41.2	15.2	28.0	39.9	11.9	26.0	41.2	15.2	30.9	44.8	13.9
Nonsense Words (percent correct)	--	--	--	34.9%	49.7%	14.8%	36.3%	49.1%	12.7%	34.9%	49.7%	14.8%	37.2%	51.6%	14.4%
Nonsense Words Correct (per min)	--	--	--	17.9	25.9	8.0	18.6	25.3	6.7	17.9	25.9	8.0	19.1	27.4	8.3
Oral Passage Reading (percent correct)	--	--	--	55.1%	72.4%	17.3%	56.7%	74.2%	17.4%	55.1%	72.4%	17.3%	62.1%	76.8%	14.7%
Words Correct in a Text (per min)	--	--	--	40.4	59.4	19.0	34.7	46.0	11.3	40.4	59.4	19.0	46.2	64.9	18.7
Prosody score	--	--	--	2.3	2.8	0.5	2.1	2.5	0.4	2.3	2.8	0.5	2.4	2.7	3.0
Reading Comprehension (percent correct)	--	--	--	14.5%	18.4%	4%	15.1%	18.4%	3.2%	14.5%	18.4%	4%	17.0%	22.6%	5.6%
Reading Comprehension: untimed (percent correct)	--	--	--	21.1%	27.9%	6.8%	24.3%	31.2%	6.9%	21.1%	27.9%	6.8%	24.8%	31.3%	6.5%
Listening Comprehension (percent correct)	--	--	--	14.5%	20.8%	6.2%	17.4%	18.7%	1.2%	14.0%	20.7%	6.7%	15.5%	21.8%	6.3%
Dictation Composite (percent correct)	--	--	--	30.3%	42.4%	12.1%	27.8%	37.2%	9.4%	28.5%	40.4%	11.9%	31.5%	42.6%	11.1%

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[40] The Gender gap is calculated by subtracting the average girls' score on each EGRA subtest by the average boys' scores.

TABLE A-22. GRADE 2 ENGLISH EGRA SUBTESTS SUMMARY, BY PROVINCE AND COHORT

Descriptive Statistics for Grade 2 English Subtests, by Province						
Province	**Subtest**	**Cohort 1 (SY13/14)**	**Cohort 2 (SY14/15)**	**Cohort 3 (SY15/16)**	**Cohort 4 (SY 16/17)**	**Cohort 5 (SY 17/18)**
BOHOL	Initial Sound Identification (percent correct)	-	76.2%	68.2%	73%	68.3%
	Letter Sounds (percent correct)	-	45.0%	39.1%	43.5%	46.8%
	Familiar Words (percent correct)	-	64.7%	58%	57.9%	66.9%
	Nonsense Words (percent correct)	-	51.1%	42.6%	44.4%	49.7%
	Oral Passage Reading (percent correct)	-	73.3%	65.3%	66.2%	75.4%
	Words Correct in a Text (per min)	-	59.2	41.1	53.3	62.5
	Prosody	-	2.0	2.3	2.6	2.6
	Reading Comprehension (percent correct)	-	15.8%	19.1%	16.3%	23.5%
	Listening Comprehension (percent correct)	-	21.0%	16.4%	20.1%	22.3%
	Dictation Composite (percent correct)	-	35.9%	28.4%	36.5%	39.9%
CEBU	Initial Sound Identification (percent correct)	-	76.4%	83.4%	61.1%	61.9%
	Letter Sounds (percent correct)	-	37.5%	36.9%	28.9%	28.9%
	Familiar Words (percent correct)	-	66.6%	59.7%	54.9%	58.8%
	Nonsense Words (percent correct)	-	54.2%	47.3%	43.6%	44.4%
	Oral Passage Reading (percent correct)	-	76.3%	69.9%	65.3%	70.4%
	Words Correct in a Text (per min)	-	62.8	42.5	50.3	54.4

Province	Subtest					
	Prosody	-	2.8	2.4	2.5	2.5
	Reading Comprehension (percent correct)	-	16.6%	16.7%	16.6%	19.5%
	Listening Comprehension (percent correct)	-	22.1%	21.4%	15.2%	17.2%
	Dictation Composite (percent correct)	-	40.0%	36.9%	34.3%	37.4%
ILOCOS NORTE	Initial Sound Identification (percent correct)	-	60.2%	43.7%	40.8%	39.8%
	Letter Sounds (percent correct)	-	27.3%	16.6%	15.3%	17.2%
	Familiar Words (percent correct)	-	57.6%	46.2%	47.5%	51.5%
	Nonsense Words (percent correct)	-	42.2%	33.1%	33.2%	33.6%
	Oral Passage Reading (percent correct)	-	66.7%	54.4%	56.8%	60.1%
	Words Correct in a Text (per min)	-	53.5	32.5	42.3	47.8
	Prosody	-	2.8	2.3	2.6	2.6
	Reading Comprehension (percent correct)	-	16.4%	10.6%	15.2%	13.9%
	Listening Comprehension (percent correct)	-	6.4%	14.3%	14.6%	19.0%
	Dictation Composite (percent correct)	-	33.4%	24.8%	29.5%	31.1%
Province	**Subtest**	**Cohort 1 (SY13/14)**	**Cohort 2 (SY14/15)**	**Cohort 3 (SY15/16)**	**Cohort 4 (SY 16/17)**	**Cohort 5 (SY 17/18)**
ILOCOS SUR	Initial Sound Identification (percent correct)	-	65.1%	53.4%	48.7%	40.4%
	Letter Sounds (percent correct)	-	32.4%	22.1%	20.8%	22.1%
	Familiar Words (percent correct)	-	56.1%	45.9%	42.3%	45.9%
	Nonsense Words (percent correct)	-	38.7%	32.8%	30.4%	32.6%

	Oral Passage Reading (percent correct)	-	63.8%	56.4%	52.4%	54.1%
	Words Correct in a Text (per min)	-	49.6	34.5	39.2	42.5
	Prosody	-	2.9	2.4	2.6	2.5
	Reading Comprehension (percent correct)	-	13.0%	12%	14.5%	8,8%
	Listening Comprehension (percent correct)	-	5.4%	13.9%	16.5%	9.7%
	Dictation Composite (percent correct)	-	28.3%	29.5%	29.6%	28.4%
LA UNION	Initial Sound Identification (percent correct)	-	65.6%	54.6%	61.7%	53.0%
	Letter Sounds (percent correct)	-	36.5%	26.6%	30.7%	29.7%
	Familiar Words (percent correct)	-	55.2%	55.8%	55.1%	55.2%
	Nonsense Words (percent correct)	-	39.4%	40.7%	44.5%	40.3%
	Oral Passage Reading (percent correct)	-	67.2%	63.9%	63%	63%
	Words Correct in a Text (per min)	-	49.4	38.9	49.3	49.8%
	Prosody	-	2.9	2.4	2.8	2.6
	Reading Comprehension (percent correct)	-	16.3%	15.8%	19.2%	19.9%
	Listening Comprehension (percent correct)	-	7.7%	17.6%	17.3%	17.5%
	Dictation Composite (percent correct)	-	32.8%	37.3%	34.2%	35.6%

GRADE 3 EGRA RESULTS

The Grade 3 Filipino and English EGRA was introduced in SY 2015/16; Grade 3 data was not collected in SY 2013/14 (Cohort 1) and SY 2014/15 (Cohort 2). The following tables show the overall Grade 3 EGRA results for Cohort 3 (SY 2015/16), Cohort 4 (SY 2016/17), and Cohort 5 (SY 2017/18).

DETAILED GRADE 3 FILIPINO EGRA RESULTS

TABLE A-23. GRADE 3 FILIPINO EGRA RESULTS FOR COHORT 3 (SY15/16), COHORT 4 (SY 16/17), AND COHORT 5 (SY17/18)

Grade 3 Filipino EGRA Subtests	Cohort 3 (SY 15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)	Change Cohort 3 to Cohort 5	Change Cohort 4 to Cohort 5	Effect size (Cohort 3, Cohort 5)
Familiar Words(pct correct)	81.5% (±1.3%)	81.4% (±1.3%)	79.6% (±1.4%)	-1.9% (±1.9%)	-1.8% (±1.9%)	-0.07
Familiar Words Correct(per min)	47.8 (±1.0)	48.5 (±1.0%)	47.9% (±1.1%)	0.14 (±1.5)	-0.6 (±1.5)	.01
Oral Passage Reading (pct correct)	83.0% (±1.3%)	82.4% (±1.3%)	81.4% (±1.3%)	-1 .6% (±1.9)	-1% (±1.9%)	-0.06
Words Correct in a Text (per min)	57.8 (±0.0)	60.0 (±1.4%)	59.3% (±1.4%)	1.5 (±1.9)	-0.7 (±2.0)	0.06
Prosody score	2.9 (±0.0)	3.3 (±0.0%)	2.9% (±0%)	0.0 (±0.1)	-0.3 (±0.1)	0.02
Reading Comprehension: timed (pct correct)	69.8% (±1.4%)	72.3% (±1.3%)	70.1% (±1.4%)	0.27% (±1.9%)	-2.3% (±1.9%)	0.01
Reading Comprehension: untimed (pct correct)	80.0% (±1.1%)	80.6% (±1.1%)	78.9% (±1.1%)	-1.1% (±1.6%)	-1.6% (±1.6%)	-0.05
Listening Comprehension (pct correct)	49.4% (±1.4%)	50.2% (±1.4%)	46.6% (±1.4%)	-2.9% (±2%)	-3.7% (±2%)	-0.10
Dictation Composite (pct correct)	70.8% (±1.1%)	72.5% (±1.1%)	71.2% (±1.1%)	0.5% (±1.6%)	-1.3% (±1.5%)	0.02

TABLE A-24. GRADE 3 FILIPINO EGRA RESULTS – PERCENT OF LEARNERS WITH ZERO SCORES

	Percent of Learners with Zero Scores on Grade 3 Filipino EGRA Subtests				
Grade 3 Filipino EGRA Subtests	**Cohort 3 (SY 2015/16)**	**Cohort 4 (SY 2016/17)**	**Cohort 5 (SY 2017/18)**	**Change in Zero Scores from Cohort 3 to Cohort 5**	**Change in Zero Scores from Cohort 4 to Cohort 5**
Familiar Words (pct correct)	1.7%	2.6%	2.2%	0.5% (±0.9%)	-0.4% (±1.0%)
Familiar Words Correct (per min)	1.7%	2.6%	2.2%	0.5% (±0.9%)	-0.4% (±1.0%)
Oral Passage Reading (pct correct)	1.6%	3.1%	2.7%	1.1% (±1.0%)	-0.4% (±1.1%)
Words Correct in a Text (per min)	1.6%	3.1%	2.7%	1.1% (±1.0%)	-0.4% (±1.1%)
Prosody score	--	--	--	--	--
Reading Comprehension: timed (pct correct)	3.6%	3.7%	4.9%	1.3% (±1.4%)	1.2% (±1.4%)
Reading Comprehension: untimed (pct correct)	1.4%	2.3%	2.9%	1.5% (±1.0%)	0.6% (±1.1%)
Listening Comprehension (pct correct)	12.5%	13.3%	14.9%	2.4% (±2.4%)	1.6% (±2.4%)
Dictation Composite (pct correct)	1.7%	1.9%	1.6%	-0.1% (±0.9%)	-0.3% (±0.9%)

TABLE A-25. GRADE 3 FILIPINO EGRA RESULTS BY SEX

Grade 3 Filipino Subtest	Cohort 3 SY 15/16			Cohort 4 SY 16/17			Cohort 5 SY 17/18		
Subtest	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Familiar Words(pct correct)	74.7% (±2.0%)	88.2% (±2.0%)	13.5% (±2.5%)	74.3% (±2.1%)	88.5% (±1.5%)	14.2% (±2.5%)	72.4% (±2.1%)	87% (±1.5%)	14.6% (±2.6%)
Familiar Words Correct(per min)	42.0 (±1.4)	53.4 (±1.4)	11.4 (±1.9)	42.6 (±1.5)	54.4 (±1.3)	11.7 (±2.0)	42.4% (±1.6%)	53.6% (±1.4%)	11.2% (±2.1%)
Oral Passage Reading (pct correct)	76.6% (±2.0%)	89.4% (±1.4%)	12.8% (±2.5%)	75.1% (±2.1%)	89.7% (±1.4%)	14.6% (±2.5%)	74.2% (±2.1%)	88.9% (±1.5%)	14.7% (±2.6%)
Words Correct in a Text (per min)	50.0 (±1.8)	65.5 (±1.7)	15.5 (±2.4)	51.5 (±1.9)	68.5 (±1.7)	17.0 (±2.6)	50.8% (±1.9%)	68.3% (±1.9%)	17.5% (±2.7%)
Prosody score	2.7 (±0.1)	3.2 (±0.1)	0.5 (±0.1)	3.0 (±0.1)	3.5 (±0.1)	0.5 (±0.1)	2.7 (±0.1)	3.1 (±0.0)	0.4 (±0.1)
Reading Comprehension: timed (pct correct)	67.2% (±2.0%)	72.3% (±1.9%)	5.1% (±2.7%)	69.4% (±2%)	75.2% (±1.8%)	5.9% (±2.7%)	67.7% (±2%)	72.5% (±1.8%)	4.8% (±2.7%)
Reading Comprehension: untimed (pct correct)	77.7% (±1.6%)	82.2% (±1.4%)	4.5% (±2.2%)	77.9% (±1.7%)	83.2% (±1.4%)	5.3% (±2.2%)	76% (±1.8%)	81.9% (±1.4%)	5.8% (±2.3%)
Listening Comprehension (pct correct)	46.7% (±1.9%)	52.1% (±2.0%)	5.4% (±2.8%)	48.8% (±2%)	51.6% (±2%)	2.8% (±2.8%)	44.2% (±2%)	49% (±2.1%)	4.9% (±2.9%)
Dictation Composite (pct correct)	64.6% (±1.7%)	76.9% (±1.4%)	12.3% (±2.2%)	67.5% (±1.6%)	77.5% (±1.3%)	9.9% (±2.1%)	65.4% (±1.6%)	77.4% (±1.3%)	12.0% (±2.1%)

TABLE A-26. GRADE 3 FILIPINO EGRA SUBTESTS SUMMARY, BY PROVINCE

Descriptive Statistics for Grade 3 Filipino Subtests, by Province				
Province	**Subtest**	**Cohort 3 (SY15/16)**	**Cohort 4 (SY16/17)**	**Cohort 5 (SY 17/18**
BOHOL	Familiar Words (percent correct)	84.9%	85.1%	85.6%
	Oral Passage Reading (percent correct)	85.7%	86%	87.3%
	Words Correct in a Text (per min)	62.5	67.5	69.5
	Prosody	2.9	3.5	3.0
	Reading Comprehension (percent correct)	76.0%	79.6%	77.7%
	Listening Comprehension (percent correct)	51.4%	59.9%	57.4%
	Dictation Composite (percent correct)	70.1%	75.1%	75.8%
CEBU	Familiar Words (percent correct)	81.2%	83.2%	79.1%
	Oral Passage Reading (percent correct)	82.8%	83.7%	80.9%
	Words Correct in a Text (per min)	56.3	57.9	54.8
	Prosody	2.9	3.1	2.8
	Reading Comprehension (percent correct)	65.2%	68.4%	64.5%
	Listening Comprehension (percent correct)	46.7%	42.3%	36.2%
	Dictation Composite (percent correct)	72.8%	73.4%	71.7%
ILOCOS NORTE	Familiar Words (percent correct)	72.5%	68.9%	65.6%
	Oral Passage Reading (percent correct)	76.3%	72%	68.4%
	Words Correct in a Text (per min)	50.3	47.6	46.8

Province	Subtest			
	Prosody	2.9	3.1	2.9
	Reading Comprehension (percent correct)	62.4%	60%	58.7%
	Listening Comprehension (percent correct)	45.2%	44.8%	37.4%
	Dictation Composite (percent correct)	66.8%	65.7%	61.0%
Province	**Subtest**	**Cohort 3 (SY15/16)**	**Cohort 4 (SY16/17)**	**Cohort 4 (SY16/17)**
ILOCOS SUR	Familiar Words (percent correct)	75.2%	72.7%	71.0%
	Oral Passage Reading (percent correct)	79.2%	74.9%	73.6%
	Words Correct in a Text (per min)	52.0	50.5	49.2
	Prosody	3.0	3.1	3.0
	Reading Comprehension (percent correct)	62.0%	63%	59.8%
	Listening Comprehension (percent correct)	48.3%	44.6%	44.3%
	Dictation Composite (percent correct)	69.5%	68.8%	64.4%
LA UNION	Familiar Words (percent correct)	80.3%	76%	74.4%
	Oral Passage Reading (percent correct)	81.3%	77.1%	75.9%
	Words Correct in a Text (per min)	55.4	55.1	54.0
	Prosody	3.0	3.3	3.0
	Reading Comprehension (percent correct)	73.7%	72.9%	74.5%
	Listening Comprehension (percent correct)	54.5%	49.9%	48.4%
	Dictation Composite (percent correct)	69.1%	67.3%	65.1%

DETAILED GRADE 3 ENGLISH EGRA RESULTS

TABLE A-27. GRADE 3 ENGLISH EGRA RESULTS FOR COHORT 3 (SY 2015/16), COHORT 4 (SY 2016/17), AND COHORT 5 (SY 2017/18)

Grade 3 English EGRA Subtests	Cohort 3 (SY 15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)	Change Cohort 3 to Cohort 5	Change Cohort 4 to Cohort 5	Effect size
Familiar Words(pct correct)	75.8% (±1.6%)	75.1% (±1.6%)	73.4% (±1.6%)	-2.4% (±2.3%)	-1.7% (±2.2%)	-0.07
Familiar Words Correct(per min)	51.7 (±1.4)	52.4 (±1.4%)	51.1% (±1.5%)	-0.5 (±2.0)	-1.3 (±2)	-0.02
Oral Passage Reading (pct correct)	76.0% (±1.4%)	74.7% (±1.4%)	72.9% (±1.5%)	-3.1% (±2.1%)	-1.8 (±2.1)	-0.10
Words Correct in a Text (per min)	60.6 (±1.6)	61.3 (±1.6%)	59.9% (±1.6%)	-0.7 (±2.3)	-1.4 (±2.3)	-0.02
Prosody score	2.7 (±0.0)	3.1 (±0.0%)	2.8% (±0%)	0.1 (±0.1)	-0.3 (±0.1)	0.10
Reading Comprehension: timed (pct correct)	34.7% (±1.8%)	34.9% (±1.8%)	36.6% (±1.8%)	1.9% (±2.6%)	1.7% (±2.6%)	0.05
Reading Comprehension: untimed (pct correct)	46.9% (±1.8%)	46.5% (±1.8%)	46.5% (±1.8%)	-0.4% (±2.6%)	0 (±2.6)	-0.01
Listening Comprehension (pct correct)	26.7% (±1.4%)	24.9% (±1.4%)	24.6% (±1.4%)	-2.1% (±2.0%)	-0.2% (±2%)	-0.07
Dictation Composite (pct correct)	46.7% (±1.3%)	47.7% (±1.1%)	48.4% (±1.2%)	1.7% (±1.7%)	0.7 (±1.7)	0.07

TABLE A-28. GRADE 3 ENGLISH EGRA RESULTS – PERCENT OF LEARNERS WITH ZERO SCORES

Grade 3 English EGRA Subtests	Percent of Learners with Zero Scores on Grade 3 English EGRA Subtests				
	Cohort 3 (SY 2015/16)	Cohort 4 (SY 2016/17)	Cohort 5 (SY 2017/18)	Change in Zero Scores from Cohort 3 to Cohort 5	Change in Zero Scores from Cohort 4 to Cohort 5
Familiar Words (pct correct)	4.5%	6.1%	6.3%	1.7% (±1.6%)	1.6% (±1.5%)
Familiar Words Correct (per min)	4.5%	6.1%	6.3%	1.7% (±1.6%)	1.6% (±1.5%)
Oral Passage Reading (pct correct)	3.5%	5.4%	5.4%	1.8% (±1.4%)	1.8% (±1.4%)
Words Correct in a Text (per min)	3.5%	5.4%	5.4%	1.8% (±14%)	1.8% (±1.4%)
Prosody score	--	--	--	--	--
Reading Comprehension: timed (pct correct)	39.1%	39.2%	40.1%	1.0% (±3.5%)	0.1% (±3.4%)
Reading Comprehension: untimed (pct correct)	23.9%	25.0%	27.5	3.7% (±3.1%)	1.2% (±3%)
Listening Comprehension (pct correct)	38.0%	42.9%	44.4%	6.4% (±3.4%)	4.9% (±3.4%)
Dictation Composite (pct correct)	2.9%	1.8%	2.1%	-0.9% (±1.1%)	-1.2% (±1.0%)

TABLE A-29. GRADE 3 ENGLISH EGRA RESULTS BY SEX

Grade 3 English Subtest	Cohort 3 (SY 15/16)			Cohort 4 (SY 16/17)			Cohort 5 (SY 17/18)		
Subtest	Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
Familiar Words(pct correct)	67.8% (±2.5%)	83.7% (±1.8%)	15.9% (±3.1%)	66.9% (±2.4%)	83.3% (±1.8%)	16.5% (±3%)	64.6% (±2.5%)	82.6% (±1.9%)	18% (±3.1%)
Familiar Words Correct(per min)	43.8 (±2.0)	59.5 (±1.9)	15.7 (±2.7)	45.2 (±2.1)	59.7 (±1.8)	14.5 (±2.8)	43.6% (±2.1%)	59% (±1.9%)	15.4% (±2.8%)
Oral Passage Reading (pct correct)	68.2% (±2.2%)	83.7% (±1.7%)	15.5% (±2.8%)	66.8% (±2.3%)	82.6% (±1.6%)	15.7% (±2.8%)	64.5% (±2.3%)	81.7% (±1.8%)	17.2% (±2.9%)
Words Correct in a Text (per min)	51.0 (±2.1)	70.0 (±2.1)	19.0 (±3.0)	51.8 (±2.2)	70.9 (±2.1)	19.1 (±3.1)	49.9% (±2.2%)	70.4% (±2.2%)	20.5% (±3.1%)
Prosody score	2.4 (±0.1)	3.0 (±0.1)	0.5 (±0.1)	2.9 (±0.1)	3.3 (±0.1)	0.5 (±0.1)	2.6% (±0.1%)	3% (±0.1%)	0.4% (±0.1%)
Reading Comprehension: timed (pct correct)	25.7% (±2.3%)	43.3% (±2.6%)	17.6% (±3.5%)	29.9% (±2.5%)	39.7% (±2.5%)	9.8% (±3.5%)	30% (±2.5%)	43.2% (±2.6%)	13.2% (±3.6%)
Reading Comprehension: untimed (pct correct)	37.9% (±2.5%)	55.4% (±2.5%)	17.5% (±3.5%)	40.3% (±2.6%)	52.4% (±2.4%)	12.1% (±3.5%)	39.5% (±2.6%)	53.3% (±2.5%)	13.9% (±3.6%)
Listening Comprehension (pct correct)	22.6% (±1.9%)	30.8% (±2.1%)	8.2% (±2.8%)	22.6% (±2.0%)	27.1% (±1.9%)	4.6% (±2.7%)	19.9% (±1.8%)	29.6% (±2.1%)	9.7% (±2.8%)
Dictation Composite (pct correct)	38.6% (±1.6%)	54.7% (±1.7%)	16.1% (±2.4%)	41.8% (±1.5%)	53.6% (±1.6%)	11.9% (±2.2%)	41.2% (±1.6%)	56% (±1.7%)	14.9% (±2.3%)

TABLE A-30. GRADE 3 ENGLISH EGRA SUBTESTS SUMMARY BY PROVINCE

Descriptive Statistics for Grade 3 English Subtests, by Province				
Province	**Subtest**	**Cohort 3 (SY15/16)**	**Cohort 4 (SY 16/17)**	**Cohort 5 (SY 17/18)**
BOHOL	Familiar Words (percent correct)	77.8%	76.8%	77.2%
	Oral Passage Reading (percent correct)	78.3%	75.8%	77.0%
	Words Correct in a Text (per min)	64.8	62.7	66.1
	Prosody	2.7	3.2	2.8
	Reading Comprehension (percent correct)	41.5%	33.8%	41.2%
	Listening Comprehension (percent correct)	29.4%	26.2%	28.5%
	Dictation Composite (percent correct)	44.9%	48.2%	52.7%
CEBU	Familiar Words (percent correct)	76.3%	78.8%	75.1%
	Oral Passage Reading (percent correct)	76.9%	78.1%	74.5%
	Words Correct in a Text (per min)	60.9	65.0	59.5
	Prosody	2.7	3.0	2.7
	Reading Comprehension (percent correct)	32.6%	39.5%	35.3%
	Listening Comprehension (percent correct)	26.9%	24.4%	22.3%
	Dictation Composite (percent correct)	49.5%	48.7%	47.5%
ILOCOS NORTE	Familiar Words (percent correct)	67.8%	63.2%	60.4%
	Oral Passage Reading (percent correct)	67.9%	64.4%	60.8%
	Words Correct in a Text (per min)	52.6	51.1	51.3
	Prosody	2.8	3.0	2.8
	Reading Comprehension (percent correct)	34.2%	35.7%	37.3%
	Listening Comprehension (percent correct)	23.8%	28.3%	21.6%

Province	Subtest	Cohort 3 (SY15/16)	Cohort 4 (SY 16/17)	Cohort 5 (SY 17/18)
	Dictation Composite (percent correct)	45.4%	43%	42.3%
ILOCOS SUR	Familiar Words (percent correct)	69.1%	64.5%	62.9%
	Oral Passage Reading (percent correct)	69.6%	66.5%	62.2%
	Words Correct in a Text (per min)	51.2	51.6	48.0
	Prosody	2.8	3.0	2.9
	Reading Comprehension (percent correct)	22.6%	25.8%	28.1%
	Listening Comprehension (percent correct)	20.4%	20.2%	22.7%
	Dictation Composite (percent correct)	41.7%	44.8%	39.8%
LA UNION	Familiar Words (percent correct)	76%	71.5%	69.8%
	Oral Passage Reading (percent correct)	74.5%	71.5%	68.6%
	Words Correct in a Text (per min)	57.0	57.7	54.5
	Prosody	2.7	3.2	2.9
	Reading Comprehension (percent correct)	30.4%	31.2%	32.2%
	Listening Comprehension (percent correct)	24.3%	24.3%	22.4%
	Dictation Composite (percent correct)	48.5%	47.2%	46.9%

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING FILIPINO FLUENCY AND COMPRHENSION BENCHMARKS

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING FILIPINO FLUENCY BENCHMARKS

TABLE A-31. PERCENT OF STUDENTS MEETING FILIPINO FLUENCY BENCHMARKS

	Grade 2					Grade 3				
	SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Filipino Fluency Benchmarks										
% of students reading at least 40 wcpm	44.7%	62.3%	50.0%	47.3%	53.1%	--	--	76.8%	76.2%	75.0%
% of students reading at least 60 wcpm	15.8%	31.1%	22.0%	20.6%	24.8%	--	--	47.9%	51.1%	51.5%

TABLE A-32. PERCENT OF STUDENTS MEETING FILIPINO FLUENCY BENCHMARKS, BY SEX AND GRADE

		Grade 2					Grade 3				
		SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Filipino Fluency Benchmarks											
Boys	% of students reading at least 40 wcpm	31.3%	50.5%	37.2%	35.5%	42.5%	--	--	66.8%	65.3%	64.4%
	% of students reading at least 60 wcpm	7.3%	20.7%	16.7%	11.5%	16.0%	--	--	34.0%	37.4%	39.4%
Girls	% of students reading at least 40 wcpm	58.2%	74.6%	62.6%	59.1%	64.0%	--	--	86.6%	87.1%	86.0%
	% of students reading at least 60 wcpm	24.5%	41.9%	27.3%	29.6%	33.9%	--	--	61.6%	64.8%	64.1%

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING FILIPINO READING COMPREHENSION BENCHMARKS

TABLE A-33. PERCENT OF LEARNERS MEETING FILIPINO READING COMPREHENSION BENCHMARKS

	Grade 2					Grade 3				
	SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Filipino Comprehension Benchmarks										
% of students achieving 60% comprehension (timed)	20.9%	36.6%	38.5%	36.7%	40.0%	--	--	77.4%	80.4%	78.1%
% of students achieving 60% of comprehension (untimed)	--	59.7%	49.8%	44.2%	48.5%	--	--	89.8%	89.7%	88.9%

TABLE A-34. PERCENT OF LEARNERS MEETING FILIPINO READING COMPREHENSION BENCHMARKS, BY SEX AND GRADE

		Grade 2					Grade 3				
		SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 13/14	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Filipino Comprehension Benchmarks											
Boys	% of students achieving 60% comprehension (timed)	16.5%	32.7%	36.6%	35.3%	35.9%	--	--	73.7%	76.1%	75.4%
	% of students achieving 60% of comprehension (untimed)	--	56.3%	50.4%	42.1%	45.5%	--	--	88.4%	85.7%	85.6%
Girls	% of students achieving 60% comprehension (timed)	25.3%	40.7%	40.3%	38.0%	44.1%	--	--	81.0%	84.6%	80.8%
	% of students achieving 60% of comprehension (untimed)	--	63.3%	49.2%	46.2%	51.5%	--	--	91.3%	93.7%	92.2%

TABLE A-35. FILIPINO PERCENT OF STUDENTS MEETING 40+WCPM AND ANSWERING 60% READING COMPREHENSION

	Grade 2				Grade 3			
	SY 13/14	SY 15/16	SY 16/17	SY 17/18	SY 13/14	SY 15/16	SY 16/17	SY 17/18
Percent of Student Reading and Understanding Filipino Grade Level Text								
% of students reading 40+ wcpm AND answering 60% comprehension (timed)	19.9%	28.7%	26.7%	31.6%	--	67.9%	69.2%	67.3%
% of students reading 40+ wcpm AND answering 60% comprehension (untimed)	--	33.8%	29.4%	36.6%	--	75.7%	75.4%	74.2%

TABLE A-36. PERCENT OF STUDENTS READING AND UNDERSTANDING GRADE LEVEL TEXT, BY SEX AND GRADE

		Grade 2				Grade 3			
		SY 13/14	SY 15/16	SY 16/17	SY 17/18	SY 13/14	SY 15/16	SY 16/17	SY 17/18
Percent of Student Reading and Understanding Filipino Grade Level Text									
Boys	% of students reading 40+ wcpm AND answering 60% comprehension (timed)	14.8%	24.7%	21.6%	25.1%	--	59.1%	58.9%	60.0%
	% of students reading 40+ wcpm AND answering 60% comprehension (untimed)	--	28.0%	22.7%	29.8%	--	66.8%	64.6%	65.1%
Girls	% of students reading 40+ wcpm AND answering 60% comprehension (timed	25.1%	32.3%	31.5%	38.2%	--	76.4%	79.3%	74.6%
	% of students reading 40+ wcpm AND answering 60% comprehension (untimed	--	39.2%	35.7%	43.4%	--	84.3%	86.1%	83.5%

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING ENGLISH FLUENCY AND COMPREHENSION BENCHMARKS

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING ENGLISH FLUENCY BENCHMARKS

TABLE A-37. PERCENT OF STUDENTS MEETING ENGLISH FLUENCY BENCHMARKS

	Grade 2				Grade 3			
	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 14/15	SY 15/16	SY 16/17	SY 17/18
English Fluency Benchmarks								
% of students reading at least 40 wcpm	70.5%	61.6%	61.6%	68.4%	--	74.0%	73.9%	69.9%
% of students reading at least 60 wcpm	48.0%	10.3%	40.3%	46.1%	--	52.7%	54.5%	54.3%

TABLE A-38. PERCENT OF STUDENTS MEETING ENGLISH FLUENCY BENCHMARKS, BY SEX AND GRADE

		Grade 2				Grade 3			
		SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 14/15	SY 15/16	SY 16/17	SY 17/18
English Fluency Benchmarks									
Boys	% of students reading at least 40 wcpm	61.9%	48.2%	51.0%	59.1%	--	63.5%	63.1%	58.7%
	% of students reading at least 60 wcpm	34.9%	7.7%	28.0%	35.4%	--	39.1%	42.8%	41.6%
Girls	% of students reading at least 40 wcpm	79.3%	74.8%	72.1%	78.1%	--	84.4%	84.8%	81.5%
	% of students reading at least 60 wcpm	61.5%	12.9%	52.5%	57.2%	--	66.1%	66.1%	67.5%

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING ENGLISH READING COMPREHENSION BENCHMARKS

TABLE A-39. PERCENT OF LEARNERS MEETING ENGLISH READING COMPREHENSION BENCHMARKS

	Grade 2				Grade 3			
	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 14/15	SY 15/16	SY 16/17	SY 17/18
English Comprehension Benchmarks								
% of students achieving 60% comprehension (timed)	7.5%	8.2%	9.9%	14.7%	--	33.4%	33.8%	36.6%
% of students achieving 60% of comprehension (untimed)	21.2%	19.6%	16.8%	21.7%	--	47.2%	47.1%	48.2%

TABLE A-40. PERCENT OF LEARNERS MEETING ENGLISH READING COMPREHENSION BENCHMARKS, BY SEX AND GRADE

		Grade 2				Grade 3			
		SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Percent of Student Reading and Understanding English Grade Level Text									
Boys	% of students reading 40+ wcpm AND answering 60% comprehension (timed)	5.6%	6.0%	7.7%	10.4%	--	22.5%	27.4%	27.2%
	% of students reading 40+ wcpm AND answering 60% comprehension (untimed)	16.4%	13.7%	11.6%	17.3%	--	34.7%	37.7%	38.2%
Girls	% of students reading 40+ wcpm AND answering 60% comprehension (timed	9.2%	9.7%	10.6%	16.3%	--	42.9%	37.9%	43.6%
	% of students reading 40+ wcpm AND answering 60% comprehension (timed	25.1%	22.3%	19.4%	23.22%	--	56.2%	52.5%	54.6%

GRADES 2 AND 3 PERCENT OF LEARNERS MEETING ENGLISH COMBINED FLUENCY AND COMPREHENSION

TABLE A-41. PERCENT OF LEARNERS READING AND UNDERSTANDING GRADE ENGLISH LEVEL TEXT

	Grade 2				Grade 3			
	SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Percent of Student Reading and Understanding English Grade Level Text								
% of students who read 40+wcpm and achieve 60% comprehension (timed)	7.4%	7.9%	9.2%	13.4%	--	32.9%	32.8%	35.5%
% of students who read 40+wcpm and achieve 60% comprehension (untimed)	20.7%	18.3%	15.6%	20.3%	--	45.7%	45.3%	46.4%

TABLE A-42. PERCENT OF STUDENT READING AND UNDERSTANDING ENGLISH GRADE LEVEL ENGLISH TEXT, BY SEX AND GRADE

		Grade 2				Grade 3			
		SY 14/15	SY 15/16	SY 16/17	SY 17/18	SY 14/15	SY 15/16	SY 16/17	SY 17/18
Percent of Student Reading and Understanding English Grade Level Text									
Boys	% of students reading 40+ wcpm AND answering 60% comprehension (timed)	5.6%	6.0%	7.7%	10.4%	--	22.5%	27.4%	27.2%
	% of students reading 40+ wcpm AND answering 60% comprehension (untimed)	16.4%	13.7%	11.6%	17.3%	--	34.7%	37.7%	38.2%
Girls	% of students reading 40+ wcpm AND answering 60% comprehension (timed	9.2%	9.7%	10.6%	16.3%	--	42.9%	37.9%	43.6%
	% of students reading 40+ wcpm AND answering 60% comprehension (timed	25.1%	22.3%	19.4%	23.22%	--	56.2%	52.5%	54.6%